

COURSE SYLLABUS

Overview. This General Education elective course (and required course for psychology majors) will provide you with a detailed overview of the academic discipline of psychology. It will do so using an innovative combination of three methods: *Case-Centered Teaching*, *Team-Based Learning*, and *Foster-Item Assessment*. There are three essential features of this approach: the cases, including case-specific textbook reading and Supplementary Readings; case-specific Readiness Assessments that you will take individually and together with your Team; and case-specific Application Activities for Teams. Class meetings will be largely devoted to introducing the cases, Q/A sessions, Readiness Assessments, Application Activities, and exams.

The objectives of the course are:

- (1) To acquaint you both informatively and critically with the subject matter of psychology as an academic discipline through your reading, class conversation, and Team activities (including out-of-class Team review and question-preparation sessions);
- (2) To encourage you to think more deeply and connectedly about the subject matter through the experience of working in a Team and thereby gain valuable experience for subsequent career and other life opportunities;
- (3) To provide you with an informed base from which to weigh the merits of psychological claims in the popular media and to extend your study of psychology, should you choose to.

Students in the introductory psychology course often assume they already know a good deal about psychology. While it is the case that living for at least a couple of decades equips a person with implicit psychological expertise, making explicit what is implicit can be difficult. The introductory study of psychology often requires you to give up what you have assumed intuitively or taken for granted about your own and others' actions, motives, personalities, etc. Learning (and mastering) the scientific study of psychology, even at an introductory level, will not necessarily be easy. It likely will require consistent hard work on your part.

It is essential that you study this syllabus thoroughly. You should become familiar with all that it contains. Failure to do so may jeopardize your performance in the course.

Assigned Reading. In essence, your major responsibility in the course, aside from your contributions to your Team's work, is to complete the assigned reading—all of it—before you arrive at class meetings. Each case is accompanied by a set of required readings, including assigned reading from your textbook and Supplementary Readings that will be available online at the Blackboard Web site for the course or available to you at the Course Reserve Section of the Lee Library. You are expected to complete the assigned textbook reading and the Supplementary Readings in entirety prior to the scheduled Readiness Assessments for the case. The Supplementary Readings will also be part of the Team activities in class. Don't hesitate to ask for clarification of aspects of the reading that you don't understand to your satisfaction. Also, please feel free to join in class conversations in order to test your understanding of the concepts that are under consideration. In addition, you are strongly encouraged to form a schedule of Team review sessions with the other members of your Team and to participate in them outside of class meetings.

The textbook for the course is the following:

Carlson, N. R., Heth, C. D., Miller, H., Donahoe, J. W., Buskist, W., and Martin, G. N. (2007). *Psychology: The Science of Behavior*, 6th ed. Boston: Pearson/Allyn & Bacon.

The textbook is accompanied by MyPsychLab—a wide ranging set of internet-based materials to assist your study and review. Be sure to take advantage of MyPsychLab, especially in preparing for Textbook Readiness Assessments and the exams.

You will also need to purchase an iClicker transmitter, which you will use in class for each of the Supplementary Readings Readiness Assessments. The transmitter may also be used in subsequent courses in your undergraduate career.

Even though reading assignments are specifically indicated to be completed by certain dates in the Course Calendar, you are strongly advised to be reading on a continuous basis throughout the course.

The Team Experience. Your experience as a member of a Team could range from the entirely positive to the mutinous. The odds of a positive, productive, and congenial experience are improved by making sure that all Team members maintain regular contact at class meetings and at Team gatherings outside of class. It is a good idea to sit together while in class. You should also recognize that staying up-to-date with the assigned reading will be a definite asset to your effectiveness as a Team member. Finally, it is extremely important that each Team member have a “valued place” within the team. In fact, there is a moral obligation to do so. Do not shirk or be indifferent to the expectations that others have of you and of your contribution to the Team’s work. Show up. Do your part—on time. Be fair and responsible. As a courtesy, you should notify Team members in advance of your absence from any of the scheduled assessments and activities. At the end of the term, Team members will evaluate the strength of each other’s contributions in the Peer Evaluation.

Course Requirements and Grading

Case Overviews, Q/A Sessions, the Textbook and Supplementary Readings Readiness Assessments, Application Activities, and Examinations. Each case is accompanied by a Case Overview that is posted at the Blackboard website for the course. The Case Overview briefly introduces the case, lists the reading references for the case, and provides a review list of concepts that will be useful in preparing for the Textbook Readiness Assessments and exams.

Teams will be asked to provide question sets for the Q/A sessions during the semester. This will take place by random selection, so each Team should be prepared with a set on each occasion a Q/A Session is scheduled. Your Team should prepare a set of 3 questions per chapter or Supplementary Reading in advance of the class meeting when it is assigning. The question set should appear on a using PowerPoint slide, which may be customized as the Team sees fit (and within the bounds of propriety). The questions should be related to the assigned reading and should focus on topics found there that are potentially confusing. As your Team authors its question set, strive to avoid questions that merely ask students to recall or recognize the content of the textbook. Strive for questions that go beyond what is given there so that the questions are more thought-provoking and not just recitative. Your Team should arrive at the class meeting ready upload the PowerPoint presentation. Ideally, the Q/A session will prime the members of the class for the Readiness Assessments and Application Activity that will take place subsequently. The Q/A question sets will not be graded. However, failure to provide a set if your Team is selected will result in a 5-point penalty from each Team member’s score on the subsequent Readiness Assessment or Application Activity.

Each case includes a 20-item multiple-choice Textbook Readiness Assessment based on the assigned reading from the textbook and a 20-item Supplementary Readings Readiness

Assessment based on the Supplementary Readings for the case. You will first take the Textbook Readiness Assessment individually at the Testing Center. Subsequently you will take the Textbook Readiness Assessment as a Team. The score the Team receives will be assigned to each Team member, regardless of whether she or he is present. This means that, for each Textbook Readiness Assessment, you will have an individual score and a Team score. You will take the Supplementary Readings Readiness Assessments individually. There will be no make-up opportunities for missed Readiness Assessments.

The Supplementary Readings Readiness Assessments will be taken using the iClicker transmitter. It is your responsibility to take it to each class meeting when a Supplementary Readings Readiness Assessment is scheduled and to assure that it is in working order. In the event you arrive at the class meeting without your iClicker transmitter or find that it is inoperative, you will have the chance to take the Assessment alternatively, but a penalty of 50% will be applied to your score.

Each case will also include an Application Activity that will take place during class meetings. The score on each activity will be assigned to each Team member, regardless of whether she or he is present.

The Mid-semester and Final Examinations will also consist of multiple-choice items and will be taken in class. The Mid-semester Exam will feature 40 multiple-choice items and the Final Exam 80 multiple-choice items. The items will focus on the assigned textbook reading and, to a lesser extent, on the Supplementary Readings. The Final Exam will be comprehensive across the semester, with heavier weighting on Cases 3 and 4. According to university policy, it is not possible to take the Final Exam earlier than the date and time that appear in the University Class Schedule. Please do not ask to take it earlier. It will be possible to make up the Mid-semester Exam only if you have notified me in advance of your unavailability for the exam and have a suitable explanation.

Developing flash cards for personal study is recommended. Meeting with the others in your Team outside of class to review for Readiness Assessments and exams by quizzing each other and discussing concepts that are incompletely understood can be invaluable. You are strongly encouraged to schedule and participate in Team review sessions outside of class meetings.

Although there will be no make-up opportunities (except for the Mid-semester Exam by prior arrangement), you will have the opportunity at the end of the semester to notify me in writing of mitigating circumstances in connection with the missed work. I will take those circumstances into consideration and will make adjustments as I see fit when I assign final grades.

The iClickerTransmitter. You will be required to have an iClicker transmitter and should make a practice of taking it to each class meeting at which a Supplementary Readings Readiness Assessment is scheduled (see the Course Calendar). You will have the personal responsibility to assure that your transmitter is operational at those meetings. The procedures for registering your transmitter and for its in-class use will be described in class meetings.

Research Participation and Video Reviews. You will earn points in the course (please note that these are regular-credit points and not extra-credit points) by volunteering to participate in research projects that will be announced during the term or by submitting a video review. Credit for research participation will only be available for those projects that are announced at class meetings and otherwise listed in the Research Management System at the Department of Psychology Web site (click on "Resources"). Participating in 3 research projects will result in full credit. You should keep a personal record of the dates and times in which you participated in

research projects, together with a brief description of what your participation entailed. Although each researcher is expected to provide me with a record of your participation, you also will have the opportunity to report your participation at the end of the semester. Please do not contact the Teaching Assistants about missing research participation scores, since they will have no control over how quickly the record of participation is received from the researchers.

Instead of participating in three research projects, you can also receive full credit by submitting a video review. The criteria for the video reviews are available in Course Documents at the Blackboard website for the course. Video reviews will be due no later than the class meeting on 5 December.

Final Grades. Your final grade will be determined by your own and your Team's performances on the Readiness Assessments, Application Activities, and exams as well as research participation or the video review. The total point values assigned to these components are as follows:

Textbook Readiness Assessments—Individual (4 @ 20 points)	80
Textbook Readiness Assessments—Team (4 @ 20 points)	80
Supplementary Readings Readiness Assessments (4 @ 20 points)	80
Team Application Activities (4 @ 20 points)	80
Mid-semester Examination	40
Final Examination	80
Research Participation/Video Review	<u>30</u>
Total	470

The other component of your final grade will be the Peer Evaluation. At the end of the semester each member of your Team will be assigned a fixed number of points [(number of Team members – 1) X 10] and asked to assign these points in a fair but accurate manner to the other Team members according to the quality of that person's contribution to the Team's performance during the semester. The only stipulation is that the same number of points cannot be assigned to every Team member (that is, at least 1 score of 9 and 1 score of 11 must be assigned, with no score exceeding 15 points).

The relative weights assigned to components of the final grade will be as follows:

Individual Performance	Percent of Total	
Textbook Readiness Assessments	30%	
Supplementary Readings Readiness Assessments	25%	
Mid-semester and Final Examinations	40%	
Research Participation/Video Review	<u>5%</u>	
	100%	50%
Team Performance		
Textbook Readiness Assessments	50%	
Application Activities	<u>50%</u>	
	100%	30%
Peer Evaluation		<u>20%</u>
		100%

The final grade distribution will be structured so that approximately 40-60% of the final grades lie in the A-B range (roughly, 90-100 A, A-; 80-89 B+ B, B-), 30-40% in the C range (roughly, 70-79 C+, C, C-), and the remainder in the D-E range.

The Course Schedule.

The schedule of events in the course appears below:

Date of Meeting	Case	Agenda	Reading Assignment Due
W, 3 September		Introduction and Overview	
F, 5		iClicker Q/A on Course Syllabus and MyPsychLab; Team Formation	Course Syllabus and MyPsychLab
M, 8	1	Introduction to Case 1: The Manchurian Candidate; "The Manchurian Candidate"	
W, 10	1	"The Manchurian Candidate"	
F, 12	1	"The Manchurian Candidate"	
M, 15	1	Q/A on "The Manchurian Candidate"	"The Manchurian Candidate"
W, 17	1	Q/A on Textbook Reading	Chapter 5
F, 19	1	Q/A on Textbook Reading	Chapter 8
M, 22	1	Q/A on Textbook Reading	Chapter 9
W, 24: 2-6 p.m. Th, 25: 9 a.m.-1 p.m. F, 26: 9 a.m.-noon; 2-8 p.m.	1	Individual Readiness Assessment at the Testing Center	Chapters 5, 8, and 9
M, 29	1	Team Readiness Assessment; Q/A on Supplementary Readings (Note: 1 question per reading)	Loftus, Nash, Solms, Watson and Rayner
W, 1 October	1	Q/A on Supplementary Readings (Note: 1 question per reading); iClicker Readiness Assessment	Loftus, Nash, Solms, Watson and Rayner
F, 3	1	Application Activity	"The Manchurian Candidate"; Chapters 5, 8, and 9; Loftus, Nash, Solms, Watson and Rayner
M, 6	2	Introduction to Case 2: Peers, Parents, and the Development of Personality	
W, 8	2	Q/A on Textbook Reading	Chapter 2
F, 10	2	Q/A on Textbook Reading	Chapter 12
M, 13	2	Q/A on Textbook Reading	Chapter 14
W, 15: 2-6 p.m. Th, 16: 9 a.m.-1 p.m. F, 17: 9 a.m.-noon; 2-8 p.m.	2	Individual Readiness Assessment at the Testing Center	Chapters 2, 12, and 14
F, 17	2	Team Readiness Assessment; Q/A 1 on Supplementary Reading;	Harris, pp. 459-470
M, 20	2	Q/A 2 on Supplementary Reading; iClicker Readiness Assessment	Harris, pp. 470-489; Harris, pp. 459-489
W, 22		Application Activity	Chapters 2, 12, and 14; Harris
F, 24		Review for Mid-semester Exam	Chapters 2, 5, 8, 9, 12, 14 and Supplementary Readings for Cases 1 and 2
M, 27		Mid-semester Exam	

W, 29	3	Mid-semester Exam Redux (an opportunity for bonus points for all students who attend); Introduction to Case 3: Phineas Gage	
F, 31	3	Q/A on Textbook Reading	Chapter 4
M, 3 November	3	Q/A on Textbook Reading	Chapter 6 (pp. 157-183)
W, 5	3	Q/A on Textbook Reading	Chapter 7
F, 7	3	Q/A on Textbook Reading	Chapter 11
M, 10	3	Q/A on Textbook Reading	Chapter 13 (pp. 417-434)
W, 12: 2-6 p.m. Th, 13: 9 a.m.-1 p.m. F, 14: 9 a.m.-noon; 2-8 p.m.	3	Individual Readiness Assessment at the Testing Center	Chapters 4, 6, 7, 11, and 13
W, 12	3	Team Readiness Assessment; Q/A 1 on Supplementary Reading	Damasio
M, 17	3	Q/A 2 on Supplementary Reading iClicker Readiness Assessment	Swayze; Damasio and Swayze
W, 19	3	Application Activity	Chapters 6, 7, 11, and 13; Damasio and Swayze
F, 21	4	Introduction to Case 4: Social Stress, Psychopathology, and Treatment	
M, 24		No class meeting	
Tu, 25		No class meeting	
M, 1 December	4	Q/A on Textbook Reading	Chapters 15 and 16 (pp. 524-540)
W, 3	4	Q/A on Textbook Reading	Chapters 17 and 18
F, 5	4	Individual and Team Readiness Assessment	Chapters 15, 16, 17, and 18; Video Reviews Due
M, 8	4	Q/A on Supplementary Reading; iClicker Readiness Assessment	O'Connor (1 question per story)
W, 10	4	Application Activity	Chapters 15, 16, 17, and 18; O'Connor
F, 12		Review for Final Exam, TBA	
M, 15 Dec		Final Exam, 2:30 – 5:30 p.m.	All textbook reading assignments and Supplementary Readings

Instructional Staff and Student Consultations. I am professor of psychology in the department of Psychology My office address is 1074 SWKT. My office consultation hours will be Tuesdays and Wednesdays, 2-2:50 p.m., except when I am out of town. My office phone number is 422-8939 and e-mail address is harold_miller@byu.edu. The Graduate Teaching Assistants are Randy Gilliland and Devin Taylor. Their schedules of consultation hours and contact information will be posted at the Blackboard Web site. In addition, there will be several Undergraduate Teaching Assistants in the course, each with their own consultation hours in Psych Central. Their schedules will also be posted at the Blackboard Web site. Don't be a stranger.

Other Suggestions. Be sure to take good notes from your textbook reading and the Supplementary Readings and at all class meetings. Review your notes regularly, particularly later on the same day when you wrote them. Feel free to ask questions at any point in order to clear up confusion and to improve your comprehension of the concepts included in each case.

Pull your fair share of the weight in your team. Be supportive and caring. And have a good time. The subject matter of psychology should make it easy to do so.

Check the Blackboard Web site for the course at least weekly in order to be aware of any new announcements and other postings there.

Psych Central (1150 SWKT) has been established as a peer tutoring and resource center for students enrolled in Psychology 111. An extensive library of print, video, and electronic resources is available there, together with peer tutors who are on duty several hours each day. The hours of operation are posted on the front door.

I welcome suggestions for improving the course.

Departmental Learning Outcomes and University Policies

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>.

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.

Envoi. The Graduate Teaching Assistants, the Undergraduate Teaching Assistants, and I are united in our commitment to assure you an enlightening and productive experience in the course. We trust that your diligent study of the case materials, and your thoughtful contributions to your Team's work, will result in an enlarged understanding of psychology. This will prepare you for further study in psychology as well as in other academic disciplines and will ultimately contribute to your personal and professional success. Please consider us your friends in that study. Best wishes!

Hal Miller