Introduction to Psychological Science  
PSYCH 111: Sections 2 & 5  
Fall Semester 2014
Tuesdays and Thursdays (8-9:15 AM Sec 2 and 9:35-10:50AM Sec 5) B190JFSB

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Office Hours for Ross are Tuesdays and Thursdays 2-3PM or by appointment

TA’s

All TA office hours will be located in “Psych Central” on the 11th Floor of the Spencer W. Kimball Tower (SWKT).

Overview
Welcome to BYU! People sometimes believe that psychology is about learning to “understand themselves” but that simply is not accurate. Psychology is the study of behavior broadly construed. Psychology includes the study of how others think, feel, and behave. As you read through this document please pay attention to course policies, objectives, and design.

Course Objectives

Typically this is student’s first formal course in psychology and as such provides introductory level coverage of topics such as neuroscience, personality, development, cognition, language, as well as psychological disorders and their treatment. Given the “survey” nature of this course we will devote a limited amount of time to each of these topical areas where the Psychology Department offers upper division courses that are more topically focused. It is also important to emphasize that psychology is a scientific discipline meaning that a premium is placed on research; as such students will also be introduced to some of the elementary issues in psychological research and statistics. Given the above backdrop the course will be more theoretical in nature rather than providing practical applications.

BS in Psychology Program Objectives

Graduates will:

(1) Be able to demonstrate more extensive knowledge and deeper understanding of the major core content areas of psychology at a depth that clearly exceeds the undergraduate level.

2) Be able to demonstrate technical sophistication related to their self-selected area of scholarly specialty by using laboratory apparatus, software applications, survey instruments, etc.

(3) Be able to design, produce, analyze, and report original research that contributes to their self-selected area of scholarly specialty.

(4) Be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as an academic and professional discipline. In particular, they should be able to critically reflect on these 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 scholarly study of psychology.
Required Text

Additional resources:
LaunchPad, which should have been bundled with your text

NOTE: You can purchase one of two versions
Version 1) electronic version + loose leaf text
Version 2) electronic version only

General Course Design
There are three basic instructional activities: a) course lectures, b) assigned readings, and c) supplemental activities associated with LaunchPad. The lectures and readings are designed to convey the conceptual and logical foundations associated with developing an understanding of psychology.

The purpose of LaunchPad is to 1) provide students with various simulations/demonstrations, 2) a way to guide you in your studying, and 3) it can provide you personalized reviews for material that you find particularly difficult. LaunchPad also has a research and writing component where you can learn how to locate and download various research articles as well as assistance in writing for the social sciences. LaunchPad also contains a copy of the book in its entirety such that you can read the text from any computer with an internet connection.

Student Evaluation
1) Major Course Examinations
There will be FOUR major course examinations. The first exam will occur about four weeks into the term, the second exam will occur about the eighth or ninth week of the term, and the third exam will occur at about the eleventh week. The last exam, i.e. the Final Exam, will be given during finals week and is comprehensive. The first three major exams are not comprehensive; however, they do build upon those concepts previously covered. Each exam will be given in the testing center on the dates listed and covers those chapters indicated on the Course Outline.

A note regarding the exams: As you will see each exam is given in the testing center over a span of several days for your flexibility. If you miss, forget, or otherwise fail to take an exam – do not email me or the TA asking, “What can I do for you?” my answer is I am sorry but you cannot take the exam.

Some excuses that are often provided but are not acceptable:
1) I was planning on taking the test on such-and-such a day but became sick/ill thus I did not take the exam.
2) I was traveling or otherwise out of town and missed the exam.
3) I arrived at the testing center at such-and-such a time but the lines were so long and I did not have enough time to start/finish the exam.
4) Weddings, family reunions, etc. are not excuses for missing an exam.

IF YOU KNOW OF A CONFLICT REGARDING AN EXAM LET ME KNOW BEFORE THE EXAM BEGINS – THEN ARRANGEMENTS CAN BE MADE. HOWEVER, PER UNIVERSITY POLICY, EARLY FLIGHTS HOME DURING FINALS WEEK (OR THANKSGIVING) IS NOT AN ACCEPTABLE EXCUSE FOR TAKING THE EXAM AT A DIFFERENT TIME.

Given the large number of students in this class – and in other courses – I simply cannot accommodate individual requests to take exams, turn in homework, etc. at alternate times.

2) Learning Curve - found on LaunchPad
After reading and studying each chapter you are required to complete the on-line Learning Curve. Each activity will require you to answer a series of questions (correctly) until your status bar is complete. Each time you get an answer right it gives
you another item that is slightly more difficult than the one before, if you get the item wrong it gives you an easier item. Harder items give you more on the status bar – easier items give you less. If you are stumped it can show you a hint, give you the answer, etc. LaunchPad has FAQ for you in terms of the details. NOTE: You can stop in the middle and come back to an activity if you get tired or bored in the middle of it and it will pick-up where you left off.

A note about the Learning Curve.
These are for you in terms of studying for the exams. Some of the items are darn hard! You can have your book open when you do these. The wise student would take the Learning Curve activities/quizzes (those relevant for that exam) before you take the exam. In the past some students decide to take all Learning Curve activities - for all chapters at the end of the semester - this is crazy. Complete the Learning Curve activities as you complete each chapter and have had a chance to study the material. ALL LEARNING CURVE ACTIVITIES MUST BE COMPLETED BY DECEMBER 11TH AT 3PM!

Scoring for Learning Curve.
These are scored as a pass/fail –sort of. Once you complete a Learning Curve activity you get 1 point - stop or end anytime beforehand it is recorded as a 0. At the end of the term I will average your Learning Curve activities - which for everyone should be a 100% (75 points) - then I take that 100% - times the points allocated toward Learning Curve which is 75 – thus 28/28 (there are 28 Learning Curves – 2 per chapter) = 100% x 75 = 75 points. Say you completed only 26 of the 28 Learning Curve Activities your average percentage would be 26/28 = 93% - so you would have .93 x 75 = 70 points. STILL if you complete them all you will have 100% or the full 75 points.

3) Research participation
Because Psychology is a research discipline all students enrolled in PSYCH 111 (not just this section) are required to complete one hour of participation in various research projects. This hour of participation will equate to 10-points. Typically, each session will last about 20-30 minutes – thus each student will complete about 3 of these projects. Students can participate at their leisure or convenience – but participation must be completed by the beginning of finals week. You can register or sign up for participation by going to http://psychology.byu.edu/ and then click on participate in a study link.

In terms of research participation – my advice – do this in September and October. My reasoning is your life will get very busy in November and December as we move closer to finals – thus you will have less time to complete this task. A second factor is that many of these studies tend to “dry-up” in early to mid-November –that is they have all the participants they need – and thus they no longer need you – as such it gets progressively harder to find studies to participate in. So do this early and get it out of the way. Really!

4) A Paper- Ugh!
You may ask, others may ask you, what can you do with a BS in Psychology? Good question. Here’s one answer. If you can write well – you can find a job. Prospective employers are always looking for people with solid writing skills. You will write a 2-3 page paper. You will read the paper (Wegner, 2009) posted on Learning Suite, describing the ironic process of thought control. Details regarding this assignment are found on Learning Suite. You will turn this paper in twice. Once you have a draft – turn this draft into your TA – get his or her feedback – and then take this draft to the writing lab on the ground floor of the JFSB (1051 JFSB) – and have one of the tutor’s help you, i.e., go over it with you. Incorporate the writing lab’s and TA’s suggestions into your final draft. Turn in the final draft. This assignment is worth 100 points. Yikes...40 points for the first draft and 60 points for the final draft. PAPERS THAT ARE TURNED IN LATE WILL BE DOCKED 5 POINTS PER DAY THEY ARE LATE.
Grade Assignment
Grades will be based on each student’s cumulative score on the quizzes, papers, and major examinations. Grade assignments will be based on the following basis
100 points - Exam 1
100 points - Exam 2
100 points - Exam 3
100 points - Exam 4 (Comprehensive Final Exam)
100 points for the Paper
75 points Learning Curve
10 points for Research Participation

585 Total points
Because the 75 points for the Learning Curve are really pretty straightforward and the 10 research participation points are also easy to get – just go participate in a study or two – there are no opportunities for Extra Credit. It is assumed/hoped that everyone - yes everyone-will get the full 75 points on the Learning Curve and the full 10 research participation points.

Grades Needed Points
A = 93% or 544 points
A- = 90% or 526 points
B+ = 87% or 508 points
B = 83% or 485 points
B- = 80% or 468 points
C+ = 77% or 450 points
C = 73% or 427 points
C- = 70% or 409 points
D+ = 67% or 391 points
D = 63% or 368 points
D- = 60% or 351 points

Plagiarism
BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest. (a complete version of the Academic Honesty Policy available at honorcode.byu.edu)

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. See http://www.byu.edu/honorcode for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

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.
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.

**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 and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

**Students with Disabilities**

If you have a disability that may affect your performance in this course, you should get in touch with the University Accessibility Center (2170 WSC) 801-422-2767. This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.
Course Outline:
Do your best to have the reading done ahead of time and note that this reading list is subject to modifications!!

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/2</td>
<td>Introduction to course and course objectives</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>9/4</td>
<td>Introduction to psychology – beyond behaviorism</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>9/9</td>
<td>The science of observation – psychological methods</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>9/11</td>
<td>Explaining behavior and ethics of research</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>9/16</td>
<td>Neuroscience – cellular level</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>9/18</td>
<td>Neuroscience – cortical level</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>9/23</td>
<td>Sensation and perception – visual system</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>9/25</td>
<td>Sensation and perception – audition and other sensory systems</td>
<td>Ch. 4</td>
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Exam 1 – 100 points Ch.’s 1-4 (Friday 9/26 through Wednesday 10/1) – 10/2 is the late/fee day

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>9/30</td>
<td>Consciousness and sleep</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>10/2</td>
<td>Hypnosis and the effects of drugs on consciousness</td>
<td>Ch. 5</td>
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First Draft of Paper is Due 10/2 – in class

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>10/7</td>
<td>Memory – basic processes</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>10/9</td>
<td>Memory – different forms of memory - forgetting</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>10/14</td>
<td>Learning – associative and classic conditioning</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>10/16</td>
<td>Learning – operant and observational</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>10/21</td>
<td>Language and communication</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>10/23</td>
<td>Decision making and problem solving</td>
<td>Ch. 9</td>
</tr>
</tbody>
</table>

First Draft of Paper’s will be returned on 10/23

Exam 2 – 100 points Ch.’s 5-7 & 9 (Friday 10/24 through Wednesday 10/29) – 10/30 is the late/fee day

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/28</td>
<td>Intelligence</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>10/30</td>
<td>Factors affecting intelligence</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>11/4</td>
<td>Development- infancy and childhood</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>11/6</td>
<td>Development – adolescence and adulthood</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>11/11</td>
<td>Personality – psychodynamic and trait based approaches</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>11/13</td>
<td>Personality – humanistic and social cognitive approaches</td>
<td>Ch. 12</td>
</tr>
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</table>

Final Draft of Paper is Due 11/13 – in class

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/18</td>
<td>Social psychology – interacting with others</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>11/20</td>
<td>Social psychology – social cognition</td>
<td>Ch. 13</td>
</tr>
</tbody>
</table>

Exam 3 – 100 points Ch.’s 10-13 (Friday 11/20 through Tuesday 11/25) – no late/fee day

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>12/2</td>
<td>Psychological disorders – identifying and anxiety disorders</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>12/4</td>
<td>Psychological disorders – mood and personality disorders</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>12/9</td>
<td>Psychological treatment – classic “talk” therapy</td>
<td>Ch. 16</td>
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</tbody>
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Final Draft of Paper’s will be returned on 12/9

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/11</td>
<td>Psychological treatment – neurological and brain based explanations</td>
<td>Ch. 16</td>
</tr>
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Exam 4 – 100 points will run during Finals Week in the Testing Center (December 15th– 19th: All Chapters – except Ch’s 8 & 14) – no late/fee day during finals.