Learning Outcomes

1. Knowledge of theoretical perspectives
   a. Objective: Demonstrate a broad knowledge of the basic theoretical perspectives that guide psychological inquiry.
   b. Measurement: Examinations, quizzes, comprehensive final examination that includes questions common to all Psychology 111 sections.

2. Applying psychological principles
   a. Objective: Apply psychological principles to personal and social issues and problems.
   b. Measurement: Examinations, quizzes, comprehensive final examination that includes questions common to all Psychology 111 sections, response papers to essays written by practicing research psychologists or term paper.

3. Research methods
   a. Objective: Understand the basic research methods used in psychology, including classical and current experiments.
   b. Measurement: Examinations, quizzes, comprehensive final examination that includes questions common to all Psychology 111 sections, response papers to essays written by practicing research psychologists or term paper, participation as a subject in actual psychological research.

Course Objectives

- To learn the psychological processes that underlie motivation, relationships, emotions, and problem solving.
- To understand the different forms of research (basic, applied, and clinical), as well as cause and effect relationships.
- To learn how brain mechanisms control behavioral processes.
- To learn the basic underlying psychological, genetic, and physiological forces that motivate our behavior.
- To understand the various forms of psychopathology, mental illness and their treatments.
- 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.
Gradable Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Pre-Class Quizzes (13)</td>
<td>15%</td>
</tr>
<tr>
<td>Study Guide Quizzes (13)</td>
<td>15%</td>
</tr>
<tr>
<td>Exams (4)</td>
<td>35%</td>
</tr>
<tr>
<td>Articulation Papers/Peer Review (13)</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Research Participation</td>
<td>5%</td>
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<tr>
<td>Extra Credit</td>
<td>0%</td>
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Late work will NOT be accepted. Plan ahead.

Quizzes

The following information applies to both pre-class and study guide quizzes:

- Each chapter is covered by both a pre-class and a study guide quiz
- The course calendar indicates when quizzes are due
- Quizzes are open book, open note
- Quizzes are NOT team efforts, do your own work
- There is no time limit on quizzes
- You may take quizzes multiple times, the highest quiz score will be recorded for your grade
- Quizzes may be taken anywhere you have access to the internet
- Quizzes are NOT SHORT, they may take 2 or more hours to complete

Pre-Class Quizzes are important to ensure that our class time is meaningful and you are making appropriate progress in the course. The following information applies to class preparation:

- Pre-class quizzes are pass/fail, a score of 80% or more will earn you 100% for the quiz, a score of 79% or below will earn you 0%
- You can re-take pre-class quizzes 3 times if you like
- The highest quiz score will be recorded for your grade
- You must complete your pre-class quiz BEFORE class begins
- Give yourself enough time to complete them before class
- There is no way to make up pre-class quizzes
- The lowest pre-class quiz score will be dropped

Study Guide Quizzes serve two purposes. First, they allow you to judge how well you have learned the material from the text. Second, they serve as a preparation tool for exams. The following information applies to study guide quizzes:
Study guide quizzes should be completed before you take the exam
You may take study guide quizzes at any time before exams
You may take the study guide quizzes as many times as you like
The highest quiz score will be recorded for your grade
No study guide quizzes will be dropped

Exams

Exams serve as a measure of your knowledge of the principles and models described in this class. The following information applies to exams:

- Exams consist of 75 multiple choice questions
- 25 questions will come directly from the study guide quizzes
- 50 questions will ask you to apply what you have learned
- Study guide quizzes may be taken as many times as desired to help prepare for exams, no other study guide will be provided
- Exams are closed book, closed notes
- Exams will be available in the testing center to take on dates listed in the course schedule
- Exams are NOT cumulative, they only include the chapters covered since the previous exam
- The exception is the final which includes 15 course-wide questions required by the Psychology Department
- Students should not assume that because material was not covered during class, it will not be on exams; quizzes and the text are the best indicators for exam content
- There will be no make-up exams permitted that have not been arranged and approved by the instructor in advance of the scheduled exam dates

Articulation Papers

Articulation Papers allow you to formulate your thoughts about the principles you are learning in this class and articulate them. This process helps to internalize the information and give it context. The following information applies to articulation assignments:

- Articulation papers are more about meaningful introspection and less about covering all the material. Rather than lightly covering all aspects of the prompt, focus on 2-3 key points and explore them thoroughly.
- You may NOT turn articulation papers in late
- Failure to turn in an articulation paper means the student will not be able to perform a peer review
- The lowest articulation paper score will be dropped from your final score
- Articulation papers are each worth 10 points
- For each articulation paper you will write one page, double-spaced, 12pt font, Times New Roman, 1 inch margins
- Each articulation assignment includes a set of questions designed to have you apply what you are studying to your own experiences
- In your articulation paper, do not directly answer all the questions. Rather, focus on 2-3 key points and investigate those thoroughly. Use the questions to focus your thoughts and guide your exploration.
- There are no right answers for these papers, but there are poor answers; papers will be evaluated for completeness and polish
- The following rubrics apply to grading articulations

Writing Quality
Performance Indicators

<table>
<thead>
<tr>
<th>No Work</th>
<th>Needs Improvement</th>
<th>Meet Expectations</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing is written in the articulation paper.</td>
<td>Student does not write sufficient amount of information. Ideas are disjointed and poorly developed.</td>
<td>Student writes the appropriate amount of information. Spelling, grammar, and sentence structure are sound. Ideas are well formulated and flow well.</td>
<td>Student writes the appropriate amount of information, and uses exceptional spelling, grammar, and sentence structure. Ideas are easy to follow and meaningful.</td>
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</tbody>
</table>

Completeness

<table>
<thead>
<tr>
<th>No Work</th>
<th>Needs Improvement</th>
<th>Meet Expectations</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>No discussion is included in the articulation.</td>
<td>Student attempts to indicate personal exploration but shows a lack of self-discovery and articulation.</td>
<td>Student shows a competent level of self-discovery and articulation.</td>
<td>Student shows an exceptional level of self-discovery and articulation.</td>
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Peer Reviews

Peer Reviews give you the opportunity to expand your experience by analyzing and evaluating the perspectives of your peers. The following information applies to peer reviews:

- Articulation papers will be graded by your peers in a peer review
- Each week you will grade peers’ articulations from the previous week
- You cannot do a peer review for an assignment you do not complete
- Each student will grade the articulation papers of 3 other students using rubrics
- Students are also required to briefly comment on ways to improve, what they thought was interesting and why, and/or how they saw things differently
- Completing peer reviews is worth 1/3 of each articulation/peer review assignment
- Articulation paper grades are the average of all peer review scores
- If a student feels that the average peer review score (not individual scores) for an assignment is unfair, please email your TA. They will disregard ALL peer review scores and grade the paper themselves. This may result in a lower or higher grade.
- During the course of the semester, your work will be peer reviewed approximately 42 times. Occasionally you will receive scores that are too high, and occasionally you will receive scores that are too low. Cumulatively however, you should end up with a fair evaluation of your abilities.
Attendance

Class attendance is required. Students who attend class gain a more thorough understanding of material and so attendance is reflected in the course grade. The following information applies to class attendance:

- Attendance will not be taken every week
- Attendance may be taken at the beginning and/or the end of class
- The decision on whether or not to take attendance will be decided randomly in class
- You will use your iClicker to take attendance
- We will drop 2 days of attendance
- You are responsible for having your iClicker in class, exceptions will not be made for broken, lost, dead batteries, etc.
- I recommend you take your iClicker to the 3rd floor of the Bookstore to confirm that it is working properly

Research Participation

Every semester student and faculty researchers are searching for participants for their various research projects. Participating in such projects is beneficial to students in learning the different methods and approaches in how research is conducted within psychology. The following relates to research participation:

- Research opportunities are available on BYU's SONA website (byu.sona-systems.com)
- Occasionally announcements will be made in class for opportunities to participate
- Students will be required to participate in enough research to earn 10 SONA credits

Grading Scale

Your total points earned will be converted to a percentage that will determine your final course grade based on the following Grading Scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0% - 93.00%</td>
<td>A</td>
<td>92.99% - 90.00%</td>
<td>A-</td>
</tr>
<tr>
<td>89.99% - 87.00%</td>
<td>B+</td>
<td>86.99% - 83.00%</td>
<td>B</td>
</tr>
<tr>
<td>79.99% - 77.00%</td>
<td>C+</td>
<td>76.99% - 73.00%</td>
<td>C</td>
</tr>
<tr>
<td>69.99% - 67.00%</td>
<td>D+</td>
<td>66.99% - 63.00%</td>
<td>D</td>
</tr>
<tr>
<td>59.99% - 00.00%</td>
<td>E</td>
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Program Learning Objectives

The objectives of the Psychology department’s undergraduate curriculum are closely matched to those advocated by the American Psychological Association, the discipline’s primary professional body. (Note: The reference to students in the following statement of goals is to students who graduate from the University with a major in psychology.) Graduates will be able to:
Demonstrate that students understand and can apply basic research methods in psychology, including research design, data analysis, and interpretation of results in light of previous findings.

Use computers and other research-related technology to competently collect, access, and manage information, for communication, and for other purposes.

Express realistic ideas about how to implement their psychological understanding, skills, and values in occupational and family-related pursuits in a variety of settings.

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.

Each program at BYU has developed a set of expected student learning outcomes to help you understand the objectives of the curriculum in the program, including this class. To view the expected student learning outcomes for the programs in the psychology program, go to http://learningoutcomes.byu.edu and click on the College of Family, Home, and Social Sciences and then click on psychology. We welcome feedback on the expected student learning outcomes, which 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.

iClickers
iClickers are required for this course because we will be using them for the weekly quizzes, which will be given in class. Therefore, you are required to bring your iClicker to every class, since quizzes will not be announced ahead of time.

Forgotten or nonfunctioning iClickers: I drop 2 attendance scores so you can forget your iClicker or have it nonfunctioning twice before it will impact your grade. There is no make-up or accommodation made for missed attendance.

Sensitive Issues
Some of the material covered in class is potentially sensitive, such as divorce, abuse, and mental illness. If this is of concern to you, please feel free to discuss it with me beforehand.

Psych Central and Teaching Assistants
Psych Central is a learning lab available at 1150 SWKT. It is open during normal working hours Monday through Friday and is staffed with psychology students who are available to help with questions about psychology. Also available are a variety of textbooks, films, and models to aid in understanding the information discussed in class. Several teaching assistants are associated with this class. The teaching assistants spend two hours each week in Psych Central and are available for help with questions about the course and its content and help with organizing your article evaluation papers.
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.

Student Academic Grievance Policy
Despite the well-meaning efforts of students and faculty, there may be occasions when a student feels his/her work has been unfairly or inadequately evaluated. Usually such differences can be amicably resolved on a personal basis between the student and faculty member involved. The following procedures will assist students and faculty in the resolution of such grievances. They are designed to encourage satisfactory resolution of academic grievances with a minimum of formal procedure.

The grievance must be initiated by the student no later than one year from the last day of the examination period of the semester in which the alleged unfair or inadequate evaluation occurred.

The student should initially address the grievance to the faculty member involved for resolution. If, for any reason, the faculty member is unavailable or the student believes the matter will not be fairly dealt with or will create the possibility of retribution, the student may direct the grievance to the department chair of the faculty member. If there is no department chair, the grievance shall be directed to an associate dean or other person designated by the dean of the college to hear such matters (any such person is hereinafter referred to as the Department Chair). The faculty member or Department Chair shall have the right to consult others regarding the matter.