Psychology 111: General Psychology  
Brigham Young University  
Winter 2014 Syllabus

Instructor: Jordan Hyde  
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Class Times: MWF, 9:00-9:50, JKB 1102  
Office Hours: 1151 SWKT (Not to be confused with Psych Central) by appointment

General Expectations of Students

1. Take personal responsibility for your learning  
   a. Ask questions  
   b. Come prepared to participate in discussions
2. Live with virtues that promote success (and I commit to living by these same principles)  
   a. Respect instructor and fellow students  
   b. Humility – be open to correction and improvement  
   c. Trust that you can do difficult things  
   d. Remember the law of the harvest!!! You reap what you sow!  
   e. Everyone can improve somehow!

Required Text


Learning Outcomes

Department Outcomes (Common to All Sections)

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
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.

Outcomes Emphasized in this Section

4. Recognize what psychology is, and what it is not.
5. Expand ability to think critically.  
   a. Increase your ability to empathize and respect other people’s opinions and points of view.
b. Be more aware of your own assumptions and of what you don’t know.
c. Learn to better discern ideas from the media and elsewhere – become respectfully skeptical.

6. Understand the field of psychology well enough to make an informed decision about whether or not to pursue a major and/or career in psychology.

Course Assignments and Grading

1. Exams – **450 Points**
   a. There will be 8 exams for this class – one every two weeks. The first seven exams will cover two chapters each and will be worth 50 points. The final exam will be worth 100 points and will be comprehensive. Exams are multiple choice and will be taken in the testing center.
      i. *Note that the comprehensive part of the final will be fairly general. Don’t panic!*

2. In Class Activities – **70 Points**
   a. There will be 16 class activities in which you will be expected to participate. They will be worth five points each and are unscheduled. However, only 14 will be counted in your final grade, and so you can miss two without penalty. These activities are designed to help you understand, apply, and remember the material. They will all be pass/fail.
      i. For example, when we talk about scientific research methods, I will list several “common sense” ideas and you will work in groups to discuss how you might go about scientifically testing those ideas.
   b. In class activities are group-based and so cannot be made up (although two will be dropped).

3. Quizzes – **70 Points**
   a. There will be 14 quizzes worth 5 points each. Quizzes will be administered in class and are also unscheduled. There will be one quiz per chapter.
   b. Quizzes can only be made up in the case of a legitimate absence such as an illness or a university excused absence. In order to make up a quiz, contact one of the TAs to meet. You must take the quiz within one week of the time it was administered.

4. Papers – **80 Points** (About 10% of your final grade)
      i. Early in this class we will have a discussion on the question “What does it mean to know something?” and we will identify a few different ways of knowing. As you read our textbook, you will find many descriptions of what psychologists say they know. You will select from a list of original sources that provide the foundation for this “knowledge” and write a summary and critique of the original research.
      ii. Details will be discussed in class and I will provide a grading rubric separately on Learning Suite.
   b. Application Papers (2 papers, each 2 pages, double spaced) (50 Points)
      i. Toward the end of the semester, you will have two papers which will focus on applying what you have learned in this course. The first will emphasize how you will apply what you learned to make your own life better (20 points). The second will emphasize how you will apply what you learned to make the lives of others better (30 points).
      ii. Details will be discussed in class and I will provide a grading rubric separately on Learning Suite.
University Policy

- **BYU 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 Discrimination and 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.

- **Academic Honesty Policy:** The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught that ‘character is the highest aim of education’ (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. 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 but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

- **Plagiarism Policy:** Writing submitted for credit at BYU must consist of the student’s own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student’s own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

- **Classroom Technology:** Use of laptops or other products can be helpful and are allowed to students who wish to use them to take notes. However, they can be distracting if used for other purposes. In order to prevent distracting other students (or being distracted yourself), focus on only taking notes for class, but nothing else, even if you think it is distantly related to class (for
example, doing your homework during a class discussion is not appropriate even though it is a class-related activity.) My policy is to trust students until I’m given a reason not to trust them. Details will be discussed on the first day of class.

**Caveats**

1. There may be times when unforeseen circumstances will require minor adjustments to the syllabus and schedule for this course. I reserve the right to make adjustments, but I commit to doing so only as needed and with the following commitments:
   a. No adjustments will require more work than is laid out in this syllabus. Any changes will require equal or less work.
      i. Example: suppose a new study is published that completely revolutionizes the way psychologists think about a topic. I would probably want to address this through readings and class discussions. If so, I would remove other readings of equal length.
   b. No adjustments will precipitate more stringent grading requirements. In other words, no change will lower the grade students have received on prior work, nor will it make it more difficult for them to succeed than is described in this syllabus.
   c. Changes will only be made if the class will be substantially better as a result of the change and/or if circumstances in the class necessitate changes.

2. There will be times when we will discuss sensitive subjects in this class. We may even discuss ideas that are (or at least seem) contradictory to your personal or religious ideas. Know that this is to increase your awareness of the theories, findings, and opinions that are pertinent to the field of psychology, to encourage critical reflection of your positions, and (in some cases) to encourage you to reflect on the sources of your positions (for example, is your position necessarily required by your religious/professional/ethical commitments, or is there room for differences of opinion within these traditions.) I will never intentionally be irreverent, sacrilegious, or inappropriate, and I never intend to encourage you to question the legitimacy of your personal faith.
   a. If you are ever offended, confused, or concerned about anything at all in this class, do not be afraid to talk to me about it at an appropriate time! Most likely it is a misunderstanding that can be cleared up and the whole class will benefit from it if you ask for clarification.