

# Instructor/TA Info

## Instructor Information

**Name:** Dianne Tice

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## TA Information

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**Name:** Bayleigh Serage

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**Name:** Nikki Tanner

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**Name:** Jeremy Grubbs

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Or By Appointment

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**Name:** Abby Frandsen

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**Name:** Sariah Porter

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Or By Appointment

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**Additional:** I am very flexible and can meet outside of my office hours if you send me an email.

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**Name:** Brach Burton

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**Contact info:** Feel free to contact me by phone, text, or email

**Name:** Kendall Blaylock

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**Name:** Maria Garcia

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Or By Appointment

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## Course Information

### Scriptural message

# For behold, this life is the time for men to prepare to meet God

Alma 34:32

### Description

Psychology is the study of behavior broadly construed and includes the study of how we and others think, feel, develop, and behave. This course emphasizes the scientific aspect of the entire field of psychology. It is an overview course, meaning we will have a brief introduction to most of the area of psychological science.

Learning outcomes will include:

#### 1. Knowledge of theoretical perspectives

Objective: Demonstrate a broad knowledge of the basic theoretical perspectives that guide psychological inquiry.

*Measurement:* Tests, assignments, and activities

#### 2. Applying scientific psychological principles

Objective: Apply psychological principles to personal and social issues and problems.

*Measurement:* Tests, assignments, and activities

#### 3. Understanding Research Methods

Objective: Understand the basic research methods used in psychology, including classical and current experiments.

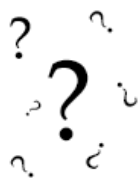
*Measurement:* Tests, assignments, and activities

### Materials

Item

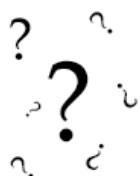
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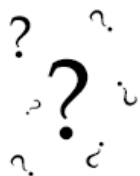


IClicker+ - Required  
by IClicker

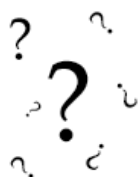
47.00



Psychology EBook (with launchpad) - Required  
by Myers



Psychology Looseleaf plus Ebook - Required  
by Meyers



Psychology - Required  
by Myers

### Participation Policy

Attendance and participation are required. Various class activities will require participation in order to enhance learning. iClickers will be used to encourage attendance and participation. We will also break into groups on occasion, and you will be required to meet with your assigned group for that project or discussion.

### Attendance Policy

Attendance and participation are required. Tests will include questions from lectures that will not be available in the textbook or slides. iClickers will be used to encourage attendance and participation.

### Classroom Procedures

#### Electronic Devices

**Personal electronic devices must be managed during class. Texting, tweeting, Snapchatting, Instagramming, Pinteresting, viewing or posting to social media, taking selfies, photobombing, video recording, emailing and any other sending or receiving of personal electronic communications during class is prohibited. However you may use your electronic devices as part of your classwork**

### Teaching Philosophy

The world has changed a great deal from when I was in college, particularly regarding information availability. When I was young, if we didn't know or had forgotten a fact, we had to wait until the library opened, hike over there, consult the card catalogue, and then hope the book we needed was on the shelf. Therefore we needed to memorize a lot of facts so that we didn't have to spend all our time looking things up this way.

Here in the 21<sup>st</sup> Century, you have access to huge amounts of information in the palm of your hand through your smart phone, tablet or computer. Thus, for this course I do not believe that it is necessary for you to memorize facts for tests as I did when I was a student. I want to focus more on learning material that will be useful to you over time rather than learning material for a test.

I believe that you will get the most out of this class if you

\*know what information is out there

\*know how to differentiate between valid and invalid sources of information

\*know how to critically examine and apply the information you find

The class is designed so that the testing format, lectures, assignments, and class activities will help you to get the most out of this class. It is also designed to meet the aims of a BYU education, in that it should be

\*Spiritually strengthening

\*Intellectually enlarging

\*Character building

\*Leading to Lifelong learning and service

## Assignments

### Assignment Descriptions

#### Statement of Learning 1

Sep  
15

Due: Friday, Sep 15 at 3:00 pm

You will be required to submit a brief description of one or more things that you learned in the class (from lectures, textbook readings, class activities, etc.) during the previous week. If possible, try to link up what you have learned with one or more of the Aims of a BYU Education (see course description). These statements will be **due every Friday** by 3 p.m.

#### Statement of Learning 2

Sep  
22

Due: Friday, Sep 22 at 3:00 pm

#### Statement of Learning 3

Sep  
29

Due: Friday, Sep 29 at 3:00 pm

#### Statement of Learning 4

Oct  
06

Due: Friday, Oct 06 at 3:00 pm

#### Statement of Learning 5

Oct  
13

Due: Friday, Oct 13 at 3:00 pm

#### Test 1

Oct  
18

Due: Wednesday, Oct 18 at 11:55 pm

This is an open book take home test. You are allowed/encouraged to use both your textbook and your lecture notes to answer the questions on the test. Searching for and finding the answers to the test questions is a big part of the learning experience you should have in this course. Therefore you are on your honor not to copy someone else's answers wholesale. However, once you have completed searching for the answers, it IS ACCEPTABLE to ask other students in the class, your TAs, or even your instructor for help with any item you don't understand or feel uncertain of your answer. A well documented psychological principle indicates that we

learn from one another, so discussion of an item or two that you feel uncertain about can increase your knowledge and enhance your learning experience. My goal for this test is for you to know what information is out there and how to apply it, so if you can learn from each other, we all benefit. What is NOT acceptable: getting the answers without searching your book and lecture notes

### Statement of Learning 6

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Oct  
20

Due: Friday, Oct 20 at 3:00 pm

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### Statement of Learning 7

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Oct  
27

Due: Friday, Oct 27 at 3:00 pm

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### Statement of Learning 8

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Nov  
03

Due: Friday, Nov 03 at 3:00 pm

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### Statement of Learning 9

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Nov  
10

Due: Friday, Nov 10 at 3:00 pm

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### Test 2

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Nov  
15

Due: Wednesday, Nov 15 at 11:59 pm

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This is an open book take home test. You are allowed/encouraged to use both your textbook and your lecture notes to answer the questions on the test. Searching for and finding the answers to the test questions is a big part of the learning experience you should have in this course. Therefore you are on your honor not to copy someone else's answers wholesale. However, once you have completed searching for the answers, it IS ACCEPTABLE to ask your instructor, your TAs, or even another student in the class for help with any item you don't understand or feel uncertain of your answer. A well documented psychological principle indicates that we learn from one another, so discussion of an item or two that you feel uncertain about can increase your knowledge and enhance your learning experience. My goal for this test is for you to know what information is out there and how to apply it, so if you can learn from each other, we all benefit.

### Statement of Learning 10

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Nov  
17

Due: Friday, Nov 17 at 3:00 pm

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### Statement of Learning 11

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Dec  
01

Due: Friday, Dec 01 at 3:00 pm

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### Statement of Learning 12

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Dec

**Test 3**

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Due: Wednesday, Dec 13 at 11:59 pm

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This is an open book take home test. You are allowed/encouraged to use both your textbook and your lecture notes to answer the questions on the test. Searching for and finding the answers to the test questions is a big part of the learning experience you should have in this course. Therefore you are on your honor not to copy someone else's answers wholesale. However, once you have completed searching for the answers, it IS ACCEPTABLE to ask your instructor, your TAs, or even another student in the class for help with any item you don't understand or feel uncertain of your answer. A well documented psychological principle indicates that we learn from one another, so discussion of an item or two that you feel uncertain about can increase your knowledge and enhance your learning experience. My goal for this test is for you to know what information is out there and how to apply it, so if you can learn from each other, we all benefit.

**SONA credits**

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Due: Thursday, Dec 14 at 11:59 pm

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**final exam**

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Due: Monday, Dec 18 at 5:30 pm

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Take home exam  
due at 5:30

## University Policies

### 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 every instructor's 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 Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

## **Student Disability**

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 University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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**

The first injunction of the 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.

## **Deliberation Guidelines**

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

## **Inappropriate Use Of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

## **Mental Health Concerns**

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](http://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are

confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

## Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

## Schedule

Date	Column 1	Column 2
Week 1		
W Sep 06 Wednesday	Chapter 1 pp 19-25. also read section on time management at the beginning of the book (pp. xlvii-lviii - just before the prologue)	
F Sep 08 Friday	Chapter 1 pp 26-49 (from Research Strategies to the end of the chapter)	



Week 2		
M Sep 11 Monday		
W Sep 13 Wednesday	Chapter 3	Read chapter 3 (NOT chapter 2) up to pg 99  (up to the review of Brain States and Consciousness)
F Sep 15 Friday	Chapter 3	<b>Statement of Learning 1</b>  Be sure that you have registered your iClicker with BYU (NOT iClicker.com) before this date!  register your iClicker at <b><u>•ctl-clicker.byu.edu</u></b>
Week 3		
M Sep 18 Monday	Chapter 3	iClicker quiz on pp 100-116 (sleep and dreams)
W Sep 20 Wednesday	Chapter 3	SONA 1 credit due  iClicker quiz pp. 117-end of chapter (drugs+)
F Sep 22 Friday	Chapter 2  iClicker quiz on pp 51-74	<b>Statement of Learning 2</b>
Week 4		
M Sep 25 Monday	Chapter 2  iClicker quiz on pp. 74 - end of chapter 2	
W Sep 27 Wednesday	Chapter 2  group projects	SONA credit 2 due
F Sep 29 Friday	Chapter 2  group projects	<b>Statement of Learning 3</b>
Week 5		
M Oct 02 Monday	Chapter 2  group projects	
W Oct 04 Wednesday	Chapter 4  from beginning of chapter up until (but not including) the section on Culture, Gender, and other environmental influences	SONA credit 3 due

F Oct 06 Friday	Chapter 4 from the section on Culture, Gender, and other environmental influences to the end of the chapter	<b>Statement of Learning 4</b>
Week 6		
M Oct 09 Monday	Chapter 5 from beginning of chapter up to but not including the section on Adolescence	
W Oct 11 Wednesday	Test 1 begins Chapter 5 from Adolescence section to end of chapter	SONA credit 4 due <b>Test 1 Opens</b>
F Oct 13 Friday	Chapter 6 beginning to p 256 The Nonvisual Senses	<b>Statement of Learning 5</b>
Week 7		
M Oct 16 Monday	Chapter 6	
W Oct 18 Wednesday	chapter 6 TEST 1 ENDS	SONA credit 5 due <b>Test 1 Closes</b>
F Oct 20 Friday	Chapter 6 The Nonvisual Senses to end	<b>Statement of Learning 6</b>
Week 8		
M Oct 23 Monday	Chapter 6	
W Oct 25 Wednesday	Chapter 7 beginning to p 290 Operant conditioning	SONA credit 6 due
F Oct 27 Friday	Chapter 7 Operant conditioning to end	<b>Statement of Learning 7</b>
Week 9		
M Oct 30 Monday	Chapter 7	
W Nov 01 Wednesday	Chapter 8 beginning to p 338 Forgetting, Memory Construction, and improving memory	SONA credit 7 due

F Nov 03 Friday	Chapter 8 Forgetting, Memory Construction, and improving memory to end	<b>Statement of Learning 8</b>
Sa Nov 04 Saturday	Chapter 10	
Week 10		
M Nov 06 Monday	Chapter 9 beginning to Language and Thought	
W Nov 08 Wednesday	Test 2 begins Chapter 9 Language and Thought to end	SONA credit 8 due <b>Test 2 Opens</b>
F Nov 10 Friday	Chapter 11 beginning to Sexual Motivation	<b>Statement of Learning 9</b>
Week 11		
M Nov 13 Monday	Chapter 11 Sexual Motivation to end	
W Nov 15 Wednesday	Chapter 11 and 12 TEST 2 ENDS	SONA credit 9 due <b>Test 2 Closes</b>
F Nov 17 Friday	Chapter 12 beginning to Stress and Illness	<b>Statement of Learning 10</b>
Week 12		
M Nov 20 Monday	Chapter 12 Stress and Illness to end	
T Nov 21 Tuesday	<b>Friday Instruction</b> no class Happy Thanksgiving	SONA credit 10 due
W Nov 22 Wednesday	<b>No Classes</b>	
Th Nov 23 Thursday	<b>Thanksgiving</b>	
F Nov 24 Friday	<b>Thanksgiving Holiday</b>	
Week 13		
M Nov 27 Monday	Chapter 15 & 16 15 up to Depressive Disorders and Bipolar disorder	
W Nov 29 Wednesday	Chapter 15 & 16 15 Depressive Disorders and Bipolar disorder to end	SONA credit 11 due

F Dec 01 Friday	Chapter 15 & 16 16 to Evaluating Psychotherapies	Statement of Learning 11 <b>Statement of Learning 11</b>
Week 14		
M Dec 04 Monday	Chapter 15 & 16 16 Evaluating Psychotherapies to end	
W Dec 06 Wednesday	Test 3 begins Chapter 14 up to Humanistic Theories and Trait Theories	<b>Test 3 Opens</b>
F Dec 08 Friday	Chapter 14 Humanistic Theories and Trait Theories to end	Statement of Learning 12 <b>Statement of Learning 12</b>
Week 15		
M Dec 11 Monday	Chapter 13 to Prosocial Relations	
W Dec 13 Wednesday	Test 3 ends Chapter 13 Prosocial Relations to end	<b>Test 3 Closes</b>
Th Dec 14 Thursday		<b>SONA credits</b>
F Dec 15 Friday	<b>Fall Exam Preparation (12/15/2017 - 12/15/2017)</b>	
Week 16		
M Dec 18 Monday	Final exam due 5:30 pm	<b>final exam</b>
T Dec 19 Tuesday		
W Dec 20 Wednesday		