

Instructor/TA Info

Instructor Information

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Course Information

Description

Psychology 111, Section 004, Higley

Fall, 2017

Introduction to the Science of Psychology

General survey and introduction to the science of psychology.

Teaching Philosophy

Structure of the learning process – Repetition! Repetition! Repetition! Class begins with readings that are then covered in lecture/discussion. Each step of the class builds on past learning with quizzes and exams formulated to facilitate learning via review and rehearsal.

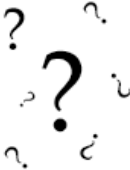
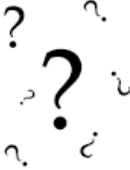
Students are expected to come to class prepared to participate and contribute. Relevant questions form the basis of the lectures and discussion.

Lectures are oriented around the readings from the text, supplemented with more recent research findings, videos, and other material. The text was chosen because its webpage provides learning experiences that are integrated into each topic. The REVEL materials also allow learners to use their own unique styles of learning, with an audio text, practice quizzes, flash cards, and videos designed to illustrate basic principles. Students in past semesters have found that these resources help them succeed in the course.

Lectures typically ask students to integrate the academic material and their own personal beliefs, as well as to critically evaluate the material presented. To facilitate the understanding of the material, we will often reframe secular questions and findings using a gospel-centered perspective. This serves to impose a restructuring of traditional thinking, asking students to think critically, to evaluate widely held traditions and beliefs into an evidence-based world view.

Questions posed by Dr. Higley in class are often designed to facilitate faith and to help students develop compassion and charity for differences, as well as methods to minister to others.

Materials

Item	Price (new)	Price (used)
 <u>Psychology: An Exploration 3e Online Course Materials</u> - Required		
 <u>IClicker+</u> - Required by IClicker	47.00	

Grading Scale

Grades	Percent
A	92.5%
A-	90%
B+	87.5%
B	82.5%
B-	80%
C+	77%
C	72%
C-	69%
D+	66%
D	63%
D-	60%
E	0%

Learning Outcomes

1. Knowledge of theoretical perspectives

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

Measurement: Examinations, quizzes, comprehensive final examination that includes questions common to all Psychology 111 sections.

2. Applying psychological principles

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

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

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

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 Specific to this Class

Structural themes of the class: Gene X Environment Interactions, Causality and Correlation, Agency, Compassion, Ministering to others in the Gospel-Service

1. To learn the psychological processes and underlying biology (i.e., brain, hormones, neurotransmitters) that control or modulate: relationships, emotions, motivation, and problem solving.
2. To understand the different forms and purposes of research (basic, applied, and clinical), as well as how to assess cause and effect relationships in behavioral processes.
3. To learn how specific brain structures and biochemistry modulate and control behavioral processes.
4. To learn the basic underlying psychological, genetic, and physiological forces that motivate our behavior, and how they contribute to individual differences.
5. To understand the various forms of psychopathology, mental illness, and their treatments.
6. To learn to evaluate statements, studies and think critically, outside the box, about widely believed ideas and world views.
7. 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.
8. To develop understanding and compassion for individual differences and how those differences may contribute to differences in agency and how that may affect our skills and understanding to better minister to others.

Grading Policy

Course Requirements and Grading.

1. Sectional exams will be worth 400 points (4 exams, 100 points each).
2. Mini Papers will be worth 150 points (3 Mini Papers, 50 points each).
3. Revel Quizzes will be worth 200 points (12 online quizzes, 20 points each, and the **two** lowest scores will be dropped at the end of the semester).
4. In Class Participation/Attendance will be worth 100 points (25 class periods; beginning Thursday, September 14th. Each class has a potential of 4 points for attendance and participation. (The **3** lowest scores here will given full credit at the end of the semester).
5. The Comprehensive Final Exam will be worth 100 points.
6. Experimental Participation will be worth 50 points (SONA).

Total Possible Points: 1000

Grades are also based on the class performance. When the grades on exams fall below 10% of the students earning an "A" through "A-", the exam will be curved, and at least 10% of the class will receive an A- or above. All other grades are then based on those highest scores.

7. Extra Credit option - Students who fill out the BYU Course Evaluations for this course will be given 10 points of extra credit at the end of the semester. There is an additional 5 points of extra credit for filling out the TA evaluations.

Participation Policy

See grading above and preparation and participation below.

Attendance Policy

While attendance is not mandatory, each class is worth as much as 4 points as measured by iClicker participation. Your score is based on preparation (did you do your reading?) and participation--answering all questions during each class. Note also, some material in lecture will not be covered in your book and in-class slides will not be posted.

Classroom Procedures

Classroom Procedures and Policies are based on questions, and preparation. Common courtesy dictates that you turn off your cell phone and that you do not surf the web, snapchat, tweet, instagram, or use any other social media, answer e-mails, play games, etc. Studies have shown that students sitting near others engaged in these distracting activities show poorer performance over the long term, so please, be considerate. Students violating such policies during class do not deserve credit for participation on that day.

Study Habits

See the preface section in the textbook, Psychology in Action (reading due before the first day of class).

Assignments

Assignment Description

Learning Resources Quiz

Sep
12

Due: Tuesday, Sep 12 at 11:59 pm

Chapter 2: The Biological Perspective Quiz

Sep
14

Due: Thursday, Sep 14 at 11:59 am

iClicker Lecture Points 1

Sep

Due: Thursday, Sep 14 at 1:35 pm

iClicker Lecture Points 2**Sep**
19Due: Tuesday, Sep 19 at 1:35 pm

iClicker Lecture Points 3**Sep**
21Due: Thursday, Sep 21 at 1:35 pm

Chapter 5: Learning Quiz**Sep**
26Due: Tuesday, Sep 26 at 11:59 am

iClicker Lecture Points 4**Sep**
26Due: Tuesday, Sep 26 at 1:35 pm

iClicker Lecture Points 5**Sep**
28Due: Thursday, Sep 28 at 1:35 pm

iClicker Lecture Points 6**Oct**
03Due: Tuesday, Oct 03 at 1:35 pm

Chapter 6: Memory Quiz**Oct**
05Due: Thursday, Oct 05 at 11:59 am

iClicker Lecture Points 7**Oct**
05Due: Thursday, Oct 05 at 1:35 pm

Exam 1 Written Response**Oct**
07Due: Saturday, Oct 07 at 3:00 pm

Exam 1 Multiple Choice**Oct**

07

Due: Saturday, Oct 07 at 3:00 pm

Exam 1 Multiple Choice Ends**iClicker Lecture Points 8**

**Oct
10**Due: Tuesday, Oct 10 at 1:35 pm

Chapter 4: Consciousness Quiz

**Oct
12**Due: Thursday, Oct 12 at 11:59 am

iClicker Lecture Points 9

**Oct
12**Due: Thursday, Oct 12 at 1:35 pm

iClicker Lecture Points 10

**Oct
17**Due: Tuesday, Oct 17 at 1:35 pm

iClicker Lecture Points 11

**Oct
19**Due: Thursday, Oct 19 at 1:35 pm

iClicker Lecture Points 12

**Oct
24**Due: Tuesday, Oct 24 at 1:35 pm

Mini Paper 1

**Oct
25**Due: Wednesday, Oct 25 at 12:05 pm

Submit your papers here

Chapter 8: Development Across a Life Span Quiz

**Oct
26**Due: Thursday, Oct 26 at 11:59 am

iClicker Lecture Points 13

**Oct
26**Due: Thursday, Oct 26 at 1:35 pm

iClicker Lecture Points 14

Oct
31

Due: Tuesday, Oct 31 at 1:35 pm

Exam 2 Multiple Choice

Oct
31

Due: Tuesday, Oct 31 at 9:00 pm

Chapter 9: Stress, Motivation, and Emotion Quiz

Nov
02

Due: Thursday, Nov 02 at 11:59 am

iClicker Lecture Points 15

Nov
02

Due: Thursday, Nov 02 at 1:35 pm

Exam 2 Written

Nov
03

Due: Friday, Nov 03 at 9:00 pm

iClicker Lecture Points 16

Nov
07

Due: Tuesday, Nov 07 at 1:35 pm

Chapter 7: Cognition, Thinking, Intelligence, and Language Quiz

Nov
09

Due: Thursday, Nov 09 at 11:59 am

iClicker Lecture Points 17

Nov
09

Due: Thursday, Nov 09 at 1:35 pm

Mini Paper 2

Nov
14

Due: Tuesday, Nov 14 at 11:59 am

iClicker Lecture Points 18

Nov
14

Due: Tuesday, Nov 14 at 1:35 pm

Chapter 11: Theories of Personality Quiz

Nov
16

Due: Thursday, Nov 16 at 11:59 am

iClicker Lecture Points 19

Nov
16

Due: Thursday, Nov 16 at 1:35 pm

Mini Paper 3

Nov
28

Due: Tuesday, Nov 28 at 11:59 am

iClicker Lecture Points 20

Nov
28

Due: Tuesday, Nov 28 at 1:35 pm

Chapter 12: Psychological Disorders Quiz

Nov
30

Due: Thursday, Nov 30 at 11:59 am

iClicker Lecture Points 21

Nov
30

Due: Thursday, Nov 30 at 1:35 pm

iClicker Lecture Points 22

Dec
05

Due: Tuesday, Dec 05 at 1:35 pm

Exam 3 Written

Dec
06

Due: Wednesday, Dec 06 at 9:00 pm

Exam 3 Multiple Choice

Dec
06

Due: Wednesday, Dec 06 at 9:00 pm

Chapter 13: Psychological Therapies Quiz

Dec
07

Due: Thursday, Dec 07 at 11:59 am

iClicker Lecture Points 23

Dec
07

Due: Thursday, Dec 07 at 1:35 pm

SONA

Dec
07

Due: Thursday, Dec 07 at 11:59 pm

SONA or Alternate SONA Assignment Due

(You must have declared by January 19th that you wanted to complete the alternative assignment)

iClicker Lecture Points 24

Dec
12

Due: Tuesday, Dec 12 at 1:35 pm

Chapter 10: Social Psychology Quiz

Dec
14

Due: Thursday, Dec 14 at 11:59 am

iClicker Freebie 1

Dec
14

Due: Thursday, Dec 14 at 1:35 pm

iClicker Lecture Points 25

Dec
14

Due: Thursday, Dec 14 at 1:35 pm

iClicker Freebie 3

Dec
14

Due: Thursday, Dec 14 at 1:35 pm

iClicker Freebie 2

Dec
14

Due: Thursday, Dec 14 at 1:35 pm

Exam 4/ Final

Dec
21

Due: Thursday, Dec 21 at 9:00 pm

The final and Exam 4 will be taken simultaneously at the testing center any day of Finals Week.

Schedule

Date	Lecture Topic	Assignments
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Week 1		
T Sep 05 Tuesday	Overview and Introduction Psych 111 Science of Psychology	Read pages PIA-1 to PIA-7 prior to class
Th Sep 07 Thursday	Science of Psychology	Read all of chapter 1 prior to class Learning Resources Quiz Opens
Week 2		
T Sep 12 Tuesday	Science of Psychology	Review chapter 1 Learning Resources Quiz Closes
Th Sep 14 Thursday	The Biological Perspective	Read all of chapter 2 prior to class Chapter 2: The Biological Perspective Quiz
Week 3		
T Sep 19 Tuesday	The Biological Perspective	Review chapter 2
Th Sep 21 Thursday	The Biological Perspective	Review chapter 2
Week 4		
T Sep 26 Tuesday	Learning	Read all of chapter 5 prior to class Chapter 5: Learning Quiz
Th Sep 28 Thursday	Learning	Review chapter 5
Week 5		
T Oct 03 Tuesday	Learning	Review chapter 5
W Oct 04 Wednesday		Exam 1 Multiple Choice Opens
Th Oct 05 Thursday	Memory	Read all of chapter 6 prior to class Chapter 6: Memory Quiz
Sa Oct 07 Saturday		Exam 1 Written Response Exam 1 Multiple Choice Closes
Week 6		
T Oct 10 Tuesday	Memory Mini Paper 1 Prompt Distributed	Review chapter 6
Th Oct 12 Thursday	Consciousness/Sleep	Read all of chapter 4 prior to class Chapter 4: Consciousness Quiz
Week 7		
T Oct 17 Tuesday	Consciousness/Sleep	Review chapter 4
Th Oct 19 Thursday	Altered State, Drugs, and Addiction	Read all of chapter prior to class
Week 8		

T Oct 24 Tuesday	Altered State, Drugs, and Addiction	Review chapter
W Oct 25 Wednesday		Mini Paper 1
Th Oct 26 Thursday	Development Across the Lifespan	Read all of chapter 8 prior to class Chapter 8: Development Across a Life Span Quiz
Week 9		
T Oct 31 Tuesday	Development Across the Lifespan	Review chapter 8 Exam 2 Multiple Choice
W Nov 01 Wednesday		
Th Nov 02 Thursday	Motivation, Stress, and Emotion	Read all of chapter 9 prior to coming to class Chapter 9: Stress, Motivation, and Emotion Quiz
F Nov 03 Friday		Exam 2 Written
Week 10		
T Nov 07 Tuesday	Motivation, Stress, and Emotion Mini Paper 2 Prompt Distributed	Review chapter 9
Th Nov 09 Thursday	Thinking, Intelligence, and Language	Read all of chapter 7 prior to coming to class Chapter 7: Cognition, Thinking, Intelligence, and Language Quiz
Week 11		
T Nov 14 Tuesday	Thinking, Intelligence, and Language	Review chapter 7 Mini Paper 2
Th Nov 16 Thursday	Theories of Personality Mini Paper 3 Prompt Distributed	Read all of chapter 11 prior to class Chapter 11: Theories of Personality Quiz
Week 12		
T Nov 21 Tuesday	Friday Instruction	
W Nov 22 Wednesday	No Classes	
Th Nov 23 Thursday	Thanksgiving	
Week 13		
T Nov 28 Tuesday	Theories of Personality	Review chapter 11 Mini Paper 3
Th Nov 30 Thursday	Psychological Disorders	Read all of chapter 12 prior to class Chapter 12: Psychological Disorders Quiz Exam 3 Multiple Choice Opens
Week 14		

T Dec 05 Tuesday	Psychological Disorders	Review chapter 12
W Dec 06 Wednesday		Exam 3 Multiple Choice Closes Exam 3 Written
Th Dec 07 Thursday	Psychological Therapies	Read all of chapter 13 prior to class Chapter 13: Psychological Therapies Quiz SONA
Week 15		
T Dec 12 Tuesday	Psychological Therapies	Review chapter 13
Th Dec 14 Thursday	Social Psychology	Read all of chapter 10 prior to class Chapter 10: Social Psychology Quiz
F Dec 15 Friday	Fall Exam Preparation (12/15/2017 - 12/15/2017)	
Sa Dec 16 Saturday	First Day of Fall Final Exams (12/16/2017 - 12/21/2017) Final Exam: B037 JFSB 11:00am - 2:00pm	Exam 4/ Final Opens
Week 16		
Th Dec 21 Thursday		Exam 4/ Final Closes

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.

Turn It In

For each of your Mini Paper assignments, we will require that you submit your paper online as well as turn in a physical copy in class. This is to allow Turn-It-In to search your document for plagiarism. Before the due date of your paper, you will be allowed to turn in your paper and view your paper's "percentage of plagiarism" and paper overview. If your percentage is >20%, then your paper's score will result in a 0%. You can submit and resubmit your paper once every 24 hours before the due date of the paper.

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 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.

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

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) 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>).