

## Instructor/TA Info

### Instructor Information

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**Office Hours:** Tue 12:00pm-1:15pm

Or By Appointment

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### TA Information

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**Office Hours:** Mon, Wed 9:00am-10:00am

Or By Appointment

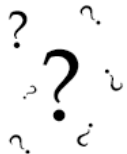
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## Course Information

### Description

This course is designed to provide an introduction to the characteristics, etiology, assessment, diagnosis, and treatment of major forms of psychological disorders. Additional goals of the course include understanding the research methods which inform our understanding of psychopathology and developing critical thinking skills regarding the empirical literature concerning psychological dysfunction. Course content and procedures have been selected to assist you in (1) developing understanding of the range of human psychological experience, (2) gaining the ability to identify the major forms of psychopathology, and (3) developing an ability to appreciate multiple influences contributing to psychological disorders. If you would like additional information regarding the expected student outcomes for this course and for the psychology major as a whole, go to <http://learningoutcomes.byu.edu> (<http://learningoutcomes.byu.edu/>) and click on the College of Family, Home and Social Sciences and then on the Psychology Department.

### Materials

Item	Price (new)	Price (used)
 <u>ABNORMAL PSYCHOLOGY ACCESS PKG 5E - Required</u> by LYONS, C	71.00	

### Grading Scale

Grades	Percent
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%

C	74%
C-	70%
D+	67%
D	64%
D-	60%
E	0%

## Learning Outcomes

### 1. Forms of psychological disorders and major theories

Students will identify and describe the major forms of psychological disorders and the major theories regarding the classification, etiology, and treatment of psychological disorders, and current data relevant to such theories.

*Measurement:* Multiple choice, short answer and essay exams; short writing assignments.

### 2. Service learning and exposure to psychological disorders

Students will engage in service learning by serving persons diagnosed with psychological disorders.

*Measurement:* Participation assessment/field work report

### 3. Critique concepts and theories

Students will critically examine key concepts and theories in abnormal psychology.

*Measurement:* Essay exams, short writing assignments, in-class debates

### 4. Use sources to analyze topics regarding disorders

Students will examine and critique a topic in abnormal psychology using the current research literature.

*Measurement:* APA style paper

## Grading Policy

Course requirements have been designed with Bloom's (1956) taxonomy of learning in mind. Bloom proposed that learning occurs at several different levels, beginning with knowledge about a field (i.e., "remembering") and ascending to evaluation and synthesis of knowledge. Your exams and quizzes, along with the paper assignment, will assess your learning at a number of these levels. For example, the quizzes and exams will have some items that tap your ability to remember or recognize facts (e.g., multiple choice items). Other questions will assess your comprehension and ability to apply the information to novel situations. Whenever possible, I will attempt to use more "application" and "understanding" questions than the lower level questions. Your writing assignment will allow you to demonstrate that you can evaluate, apply, and synthesize information available in peer-reviewed research. While focusing on evaluation and synthesis does make the course more challenging, it also increases the likelihood that the information you learn will have practical uses in the future.

### Examinations (70% of your final grade)

Three examinations will make up 70% of your course grade. The final exam will contain questions from the final section of the course in addition to comprehensive questions about material covered during the entire course. Each exam will be made up of multiple-choice, true/false, or brief response questions. Material from your text, lectures, and assigned outside readings will be included on each exam. Your exam scores will be available through myBYU. All exams, including the final, will be administered in the Testing Center. There will be no test make-ups except under notable conditions which require verification (e.g., doctor's note). Cheating of any kind will result in a lowered grade and in other University sanctions.

### Reading Quizzes (10% of your final grade)

For each textbook chapter covered this semester, I will provide a brief (10 question) multiple choice quiz. You will complete each quiz in learning suite before the beginning of the first class where we discuss the content associated with the quiz. The quizzes will be straightforward, provided that you have completed the assigned reading before the beginning of class. These quizzes require that you stay current with your reading, which will help you get more out of our class sessions together. Quizzes will also increase your familiarity with the types of questions you will encounter on exams. I will drop your lowest quiz grade.

### Writing Assignment (10% of your final grade)

A final paper will make up an additional 10% of your course grade. The paper provides an opportunity to critically examine the research regarding effective treatments for one psychological disorder. A full description of this writing assignment is provided under the *Assignments* tab in Learning Suite.

### Experiential Learning (10% of your final grade)

Completion of experiential learning will comprise 10% of your final grade. To receive full credit for experiential learning, you must complete 22 hours of volunteer work and submit a paper (at least one page double-spaced) describing your experience and how your understanding of mental illness has changed following to your volunteer work. Your paper should also briefly detail the type of work you performed and the types of mental illnesses people had where you worked. If you complete fewer than 22 hours of service, you will receive credit consistent with the number of hours you complete (i.e., you will receive 12/12 points if you complete 12 service hours). To encourage you to complete all 22 hours, a 10% bonus will be provided for completion of the full number of required hours.

## Grading Policies

Individual exams will not be "curved." However, I will evaluate the statistics (e.g., difficulty, reliability) for each item on each test. Items that have poor reliability or unfavorable difficulty statistics will be eliminated, and your scores will be adjusted accordingly. For example, if 2 items on a test are "unfair" (from a statistical point of view), all students will receive credit for these questions.

Additionally, if test questions contain significant distractors (answers that misled students who otherwise scored well on the exam), multiple responses may be considered correct. There is a possibility of a slight curve of final grades (within %1) depending on your attendance and participation in class.

## FHSS Writing Center

**FHSS Writing Lab:** To get help with your paper's organization, structure, focus, citation style, and grammar at any stage of your writing process, go to the FHSS Writing Lab in 1175 JFSB to meet one-on-one with a peer advisor. All advisors are students from our college and are trained in APA, Turabian/Chicago, MLA, and ASA styles.

**Hours for Winter Semester:** M-F: 9:00 a.m. to 5:00 p.m. \*Note: Closed for University Devotional

**To prepare for an appointment, bring:**

- A copy of the writing prompt
- A hard copy of your draft, whatever stage it may be in
- A list of questions and concerns you have about your paper

**Make an appointment** online at <http://fhsswriting.byu.edu> (<http://fhsswriting.byu.edu/>), by phone at [801-422-4454](tel:801-422-4454) (tel:801-422-4454) , or in person at 1175 JFSB

## Participation Policy

Your class attendance and participation is expected, and will greatly benefit your learning and your grade. It is also expected that you will remain up to date on all reading assignments. I value your input, and hope for conversation and discussion concerning the topics that we discuss in class.

## Experiential Learning

To increase your understanding of psychological disorders, you will be given the opportunity to serve persons diagnosed with psychological disorders through the volunteer program at Utah State Hospital. You are required to participate in **22 hours** of experiential learning during the semester, and to document this learning by completing and turning in the Experiential Learning Report available on Learning Suite. It is *your responsibility* to attend the hospital orientation and arrange your volunteer schedule. The hospital has brief (1 hour) orientation/ training sessions at the beginning of the semester. You are required to attend *one* of these orientation sessions in order to work in the hospital. These orientation sessions are being offered at the following times:

Saturday, September 9 - 9:00 am, 11:00 am & 1:00 pm

Monday, September 11 - 4:00 pm & 6:00 pm

Tuesday, September 12 - 4:00 pm & 6:00 pm

Wednesday, September 13 - 4:00 pm & 6:00 pm

Please register for a session of volunteer orientation at [ush.utah.gov/volunteers](http://ush.utah.gov/volunteers) (<http://ush.utah.gov/volunteers>) The orientations will be held in the Mark I Payne Building at the Utah State Hospital. The only thing you need to bring with you is your driver's license or passport (BYU ID will not work). Please register for **only one** session, not several. If you need to change the session you want to attend, call Shawna Peterson (volunteer coordinator; 344-4254) and she can change it for you. If you register for more than one session, it keeps others from filling the extra spots. You will have your photo taken for an ID badge at the orientation.

It is required that you provide documentation of TB testing and a flu shot within the last year in order to serve as a volunteer at USH. Tuberculin skin tests (PPD) and flu vaccine can be obtained through the BYU Student Health Center or through the Utah County Health Department for a reasonable fee. You are responsible for obtaining documentation of your TB test, and flu vaccine. You will have until September 30 to turn in your documentation. You can attend the orientation and start to volunteer before turning in your TB test result, but the test documentation must be submitted by September 30 to continue volunteering.

If you are unable to volunteer at the State Hospital, an alternative volunteer experience may be arranged but must be approved by the instructor before you begin your volunteer hours.

## Assignments

### Assignment Description

#### Chapter 4 Quiz

Sep  
12

Due: Tuesday, Sep 12 at 1:35 pm

#### Chapter 4 Quiz

#### Chapter 5 Quiz

Sep

**19**

Due: Tuesday, Sep 19 at 1:35 pm

Anxiety Disorders

**Chapter 6 Quiz****Sep  
26**

Due: Tuesday, Sep 26 at 1:35 pm

Anxiety Disorders

**Chapter 7 Quiz****Oct  
05**

Due: Thursday, Oct 05 at 1:35 pm

Chapter 7 Quiz

**Exam 1****Oct  
12**

Due: Thursday, Oct 12 at 9:00 pm

**Chapter 8 Quiz****Oct  
17**

Due: Tuesday, Oct 17 at 1:35 pm

Chapter 8 Quiz

**Chapter 9 Quiz****Oct  
24**

Due: Tuesday, Oct 24 at 1:35 pm

Chapter 9 Quiz

**Chapter 10 Quiz****Oct  
26**

Due: Thursday, Oct 26 at 1:35 pm

Chapter 10 Quiz

**Chapter 11 Quiz****Nov  
02**

Due: Thursday, Nov 02 at 1:35 pm

Chapter 11 Quiz

**Chapter 12 Quiz****Nov  
14**

Due: Tuesday, Nov 14 at 1:35 pm

Chapter 12 Quiz

**Chapter 13 Quiz****Nov  
16**

Due: Thursday, Nov 16 at 1:35 pm

Chapter 13 Quiz

**Exam 2**

Nov  
16

Due: Thursday, Nov 16 at 9:00 pm

## Chapter 14 Quiz

Nov  
30

Due: Thursday, Nov 30 at 1:35 pm

## Chapter 14 Quiz

### Evidence-Based Treatment Writing Assignment

Nov  
30

Due: Thursday, Nov 30 at 11:59 pm

To complete this assignment, you will choose a psychological disorder and write an evidence-based review of effective treatments for that disorder. Your audience is non-experts seeking information about what treatments are most likely to be beneficial for the disorder you choose. This assignment requires you to **critically analyze** the evidence supporting the efficacy of treatments using **at least six scientific sources** you have located on your own. For this assignment, only peer reviewed journal articles count as scientific sources. You are welcome to cite the course textbook but this does not count as one of your sources. Submit a paper comprising at least 4 but no more than 5 double-spaced pages of text (excluding references) using 12 point font and 1 inch margins. The paper should use APA style (6th edition) for in-text citations and the references page. Assistance with APA style is available at the FHSS writing lab. Late papers will be assessed a 5-point deduction for each day the paper is late. "Late" means that the paper is submitted electronically after midnight on the date that it was due. A grading rubric for these papers is attached to this assignment.

## Chapter 15 Quiz

Dec  
07

Due: Thursday, Dec 07 at 1:35 pm

## Chapter 15 Quiz

### Experiential Learning Completion Bonus

Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

## Experiential Learning

Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

Service Learning Experience Report.docx [Download \(plugins/Upload/fileDownload.php?fileId=6f398bdb-1wSM-ol4U-iBO4-Nx7d63334e16&pubhash=sxtzcTN0jamxPR00KaDUMAdlVB3zCvoEDfNDEYBDQn84YWYy3yu7PAfry3VQw9UX9yr4ZEc7W8brDoNFIqpLYw==\)](#)  
Students who complete 22 hours of service or more will receive full credit for this assignment. Those who complete less than the 22 hours will receive a corresponding number of points (e.g., 18 hours = 18 points). Your final score for this assignment will comprise 5% of your final grade. Your **service learning report must be submitted** to receive either full or partial credit for this assignment.

## Final Exam

Dec  
21

Due: Thursday, Dec 21 at 9:00 pm

## Schedule

Date	Column 1	Column 2
Week 1		

T Sep 05 Tuesday	<p>Introduction to Abnormal Psychology.pptx <a href="#">Download</a></p> <p>Lecture 1 - Introduction to Abnormal Psychology (1).pdf <a href="#">Download</a></p>	<p>Read Textbook Chapter 1</p>
Th Sep 07 Thursday	<p>Models of Psychopathology Past and Present.pptx <a href="#">Download</a></p> <p>Lecture 2 - Research Methods (1).pdf <a href="#">Download</a></p> <p>Research Methods.pptx <a href="#">Download</a></p> <p>Lecture 3 - Models of Psychopathology Past and Present (1).pdf <a href="#">Download</a></p>	<p>Read Textbook Chapters 2 &amp; 3</p> <p><b>Chapter 4 Quiz Opens</b></p>
Week 2		
T Sep 12 Tuesday	<p>Assessment and Diagnosis.pptx <a href="#">Download</a></p> <p>Lecture 4 - Assessment and Diagnosis (1).pdf <a href="#">Download</a></p> <p>Critical thinking and writing about psychopathology</p>	<p>Read Textbook Chapter 4</p> <p>Sample Clinical Assessment Report.doc <a href="#">Download</a></p> <p><b>Chapter 4 Quiz Closes</b></p> <p>Evidence-Based Treatment Paper Grading Guidelines.docx <a href="#">Download</a></p>
Th Sep 14 Thursday	<p>Assessment and Diagnosis (continued).pptx <a href="#">Download</a></p> <p>Lecture 5 - Assessment and Diagnosis (continued) (1).pdf <a href="#">Download</a></p>	<p><b>Chapter 5 Quiz Opens</b></p>
Week 3		
T Sep 19 Tuesday	<p>Trauma and Stressor Related Disorders.pptx <a href="#">Download</a></p> <p>Lecture 6 - Trauma and Stressor Related Disorders (1).pdf <a href="#">Download</a></p>	<p>Read Textbook Chapter 5</p> <p>Read <a href="#">DSM-5 Diagnostic Features &amp; Functional Consequences</a> sections for Trauma and Stressor-Related Disorders</p> <p><b>Chapter 5 Quiz Closes</b></p>
Th Sep 21 Thursday	<p>Trauma and Stressor Related Disorders (continued).pptx <a href="#">Download</a></p> <p>Lecture 7 - Trauma and Stressor Related Disorders (1).pdf <a href="#">Download</a></p>	<p><b>Chapter 6 Quiz Opens</b></p>
Week 4		

T Sep 26 Tuesday	Anxiety Disorders - GAD & Panic.pptx <a href="#">Download</a> Lecture 8 -Anxiety Disorders - GAD & Panic.pdf <a href="#">Download</a>	Read Textbook Chapter 6 Read DSM-5 <i>Diagnostic Features &amp; Functional Consequences</i> sections for Anxiety and Obsessive Compulsive Disorders <b>Chapter 6 Quiz Closes</b>
Th Sep 28 Thursday	Anxiety Disorders - Specific Phobias and Social Anxiety Disorder.pptx <a href="#">Download</a> Lecture 9 -Anxiety Disorders - Specific Phobias and Social Phobias.pdf <a href="#">Download</a>	
Week 5		
T Oct 03 Tuesday	Lecture 10 - Obsessive-Compulsive and Related Disorders.pptx <a href="#">Download</a>	<b>Chapter 7 Quiz Opens</b>
Th Oct 05 Thursday	Somatic Symptom and Dissociative Disorders.pptx <a href="#">Download</a>	Read Textbook Chapter 7 Read DSM-5 <i>Diagnostic Features &amp; Functional Consequences</i> sections for Somatic Symptom and Dissociative Disorders <b>Chapter 7 Quiz Closes</b>
Week 6		
T Oct 10 Tuesday	Exam 1 Review	Midterm Exam 1 Opens <b>Exam 1 Opens</b>
Th Oct 12 Thursday	Class Canceled	Exam 1 Closes (\$5 late fee after 2 pm) <b>Chapter 8 Quiz Opens</b> <b>Exam 1 Closes</b>
Week 7		
T Oct 17 Tuesday	Personality Disorders.pptx <a href="#">Download</a> Lecture 12 - Personality Disorders.pdf <a href="#">Download</a>	Read Textbook Chapter 8 Read DSM-5 <i>Diagnostic Features &amp; Functional Consequences</i> sections for Personality Disorders <b>Chapter 8 Quiz Closes</b>
Th Oct 19 Thursday	Personality Disorders Personality Disorders-Cluster C.pptx <a href="#">Download</a> Lecture 13- Personality Disorders-Clusters B and C.pdf <a href="#">Download</a>  Personality Disorders - Cluster B.pptx <a href="#">Download</a>	<b>Chapter 9 Quiz Opens</b>
Week 8		

T Oct 24 Tuesday	Sexual and Gender Disorders.pptx <a href="#">Download</a> Lecture 14 - Sexual and Gender Disorders.pdf <a href="#">Download</a>	Read Textbook Chapter 9 Read DSM-5 <i>Diagnostic Features &amp; Functional Consequences</i> sections for Sexual and Gender Identity Disorders <b>Chapter 9 Quiz Closes</b> <b>Chapter 10 Quiz Opens</b>
Th Oct 26 Thursday	Schizophrenia and Psychotic Disorders.pptx <a href="#">Download</a> Lecture 15 - Schizophrenia Symptoms and Development.pdf <a href="#">Download</a>	Read Textbook Chapter 10 Read DSM-5 <i>Diagnostic Features &amp; Functional Consequences</i> sections for Schizophrenia and Psychotic Disorders <b>Chapter 10 Quiz Closes</b>
Week 9		
T Oct 31 Tuesday	Schizophrenia and Psychotic Disorders	<b>Chapter 11 Quiz Opens</b>
Th Nov 02 Thursday	Mood Disorders and Suicide	Read Textbook Chapter 11 Read DSM-5 <i>Diagnostic Features &amp; Functional Consequences</i> sections for Mood Disorders <b>Chapter 11 Quiz Closes</b>
Week 10		
T Nov 07 Tuesday	Mood Disorders and Suicide	
Th Nov 09 Thursday	Mood Disorders and Suicide	<b>Chapter 12 Quiz Opens</b>
Week 11		
T Nov 14 Tuesday	Substance-Related Disorders	Exam 2 Opens Read Textbook Chapter 12 Read DSM-5 <i>Diagnostic Features &amp; Functional Consequences</i> sections for Substance-Related Disorders <b>Chapter 12 Quiz Closes</b> <b>Chapter 13 Quiz Opens</b> <b>Exam 2 Opens</b>
Th Nov 16 Thursday	Neurodevelopmental Disorders	Read Textbook Chapter 13 Read DSM-5 <i>Diagnostic Features &amp; Functional Consequences</i> sections for Neurodevelopmental Disorders Exam 2 Closes (\$5 late fee after 2 pm) <b>Chapter 13 Quiz Closes</b> <b>Exam 2 Closes</b>
Week 12		
T Nov 21 Tuesday	<b>Friday Instruction</b>	
W Nov 22 Wednesday	<b>No Classes</b>	
Th Nov 23 Thursday	<b>Thanksgiving</b>	
Week 13		
T Nov 28 Tuesday	Neurodevelopmental Disorders	<b>Chapter 14 Quiz Opens</b>



Th Nov 30 Thursday	Eating, Sleep, and Elimination Disorders	Read Textbook Chapter 14 Read DSM-5 <i>Diagnostic Features &amp; Functional Consequences</i> sections for Eating, Sleeping, and Elimination Disorders <b>Evidence-Based Treatment Writing Assignment</b> <b>Chapter 14 Quiz Closes</b>
Week 14		
T Dec 05 Tuesday	Eating, Sleep, and Elimination Disorders	<b>Chapter 15 Quiz Opens</b>
Th Dec 07 Thursday	Neurocognitive Disorders	<b>Chapter 15 Quiz Closes</b> Read Textbook Chapter 16 Read DSM-5 <i>Diagnostic Features &amp; Functional Consequences</i> sections for Neurocognitive Disorders
Week 15		
T Dec 12 Tuesday	Neurocognitive Disorders	
Th Dec 14 Thursday	Legal, Ethical, & Professional Issues	Chapter 16 <b>Experiential Learning</b> <b>Experiential Learning Completion Bonus</b>
F Dec 15 Friday	<b>Fall Exam Preparation (12/15/2017 - 12/15/2017)</b>	
Sa Dec 16 Saturday	<b>First Day of Fall Final Exams (12/16/2017 - 12/21/2017)</b>	Final exam will be available in the testing center throughout the final exam period <b>Final Exam Opens</b>
Week 16		
Th Dec 21 Thursday		<b>Final Exam Closes</b>

## 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.

### 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.

## **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