

# Instructor/TA Info

## Instructor Information

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**Office Hours:** Tue 1:45pm-2:45pm

Wed 12:45pm-1:45pm

Or By Appointment

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# Course Information

## Description

### Course Description and Purpose

These are exciting times for the science of psychology. Rapid advances in technology for studying the relationship between behavior and the brain are a good complement to established research approaches to the study of learning, motivation, and relationships in all segments of society. This course is intended to introduce you to a breadth of topics across the discipline of psychology, reviewing the history of psychological research but with an emphasis on current progress. In this course, the nervous system is at the center of study, and the textbook as well as many lectures will focus on relating understanding of brain function to human problems and potential. However, psychology covers a rich diversity of topics related to the contexts and applications of human behavior that will be discussed in class activities and readings.

### What We Expect of You

- Attend class regularly and participate actively
- Do your assignments in a timely manner
- Treat your fellow students and instructors with respect
- Keep in touch regarding any questions or concerns – earlier rather than later.

### Our promise to you (we will provide):

- Repeated opportunity to assess your understanding
- Practice in developing your understanding and scientific skills
- Ongoing help and assistance in and out of class
- Responsiveness to your suggestions for activities that will better help you learn

## Course structure

- Instruction for this course will consist of in-class lectures with accompanying in-class activities, regular reading in the textbook, and a major paper for the semester. Lecture topics will follow the current themes from the assigned textbook readings and how they relate to the larger world around you. Successful completion of this course will therefore require regular class attendance; keeping up-to-date with the readings; and turning in other assignments in a timely fashion.

## 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.

## Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

## Grading Policy

### Grading Policies

Grading will be done on a strict cumulative basis (i.e., no curve). Grades will be rounded to the nearest percentage point. See the Grade Scale for details.

A note: at the end of the semester, many students send us emails requesting a special favor, often asking to bump their grade by some small percentage to get to the next level. This is not fair for other students and we will not modify grades. The rules are set at the beginning of the semester and are available for everyone to see. Please respect this!

## Classroom Procedures

## **TEXTBOOK and other materials**

The textbook for this course is available online, and for free. It is available at <https://press.rebus.community/psych111/> (<https://press.rebus.community/psych111/>) as well as from links to each chapter that are posted for each assigned reading on the syllabus schedule. You may print a copy of the book for yourself as you wish but online resources will always be available.

The chapters are short and to the point. You are expected to read each assignment BEFORE coming to the associated class period. Please bring questions and we will do our best to cover them in class. Lectures will usually stick fairly close to the readings with additional examples and extensions. In addition to assigned readings, homework may also include additional readings, videos, or other assignments to expand the lectures. These are linked in the syllabus schedule. Exam questions may be drawn from readings, lectures, in-class activities, and the additional homework assignments. In other words: anything done during class or assigned as homework is fair game for exam questions!

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An overview of the lecture notes for each class period are available to all students at [https://drive.google.com/drive/folders/0B\\_BjjiraeLG7aHBycTdyRmJDU00?usp=sharing](https://drive.google.com/drive/folders/0B_BjjiraeLG7aHBycTdyRmJDU00?usp=sharing) ([https://drive.google.com/drive/folders/0B\\_BjjiraeLG7aHBycTdyRmJDU00?usp=sharing](https://drive.google.com/drive/folders/0B_BjjiraeLG7aHBycTdyRmJDU00?usp=sharing))

These notes will not be complete, but will provide you with an overview and structure for each lecture and enhance your note-taking. You may make a copy for your own use.

The notes are created using Google Slides. Let me know if this is a problem for you.

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Given the short amount of time for each class period, pre-class announcements regarding assignments or procedures will be kept to a minimum. The TAs will send a weekly email of reminders, announcements, clarifications and opportunities. PLEASE ensure that you are connected with your official BYU account, so that if we send an email from Learning Suite you will be sure to get it. We will also post these announcements on Learning Suite so you may check there.

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In order to promote fairness for all students, exceptions to any of the posted deadlines or rules will be given for only serious considerations of health and welfare. Students involved in official BYU activities that lead to excused absences must show the official letter of excuse BEFORE the activity. Other absences should be cleared as soon as reasonably possible after the fact.

As stated above, email works best and we will make every attempt to answer emails within 24 hours.

Phone messages may be left with Dr. South, with the understanding that those may not be checked as regularly on some weekdays and never on weekends. I am also be available before and after most class periods to speak with students – however, there are often many students at these times and it can be difficult to keep track of everything at once. Email is the most reliable form of communication although we pledge to do our best to respond to phone or personal contact.

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If you have read this far, please email [byu.psych.111@gmail.com](mailto:byu.psych.111@gmail.com) with the subject "Syllabus Credit" to receive 2 bonus points. Be sure PUT YOUR NAME in the body of the email. If you are a Star Wars fan and wish to learn about purchasing tickets to see Episode VIII the night before its official release, send an email to the same address with the subject "Last Jedi."

## **Study Habits**

An important part of thriving in college is learning how to manage time and the amount of material to be learned.

In a nutshell, important contributors to good learning include:

- 1) getting enough sleep
- 2) reading assigned material ahead of time AND attending lectures (multiple exposures to content increases understanding)
- 3) effective study guides include multiple exposures and methods for study: give answers to questions and questions to answers; draw out a diagram (e.g., of major brain structures) from scratch; make matching exercises; study with a friend or friends (pizza helps and so does ice cream); make sure you actually have to

produce material in writing or speaking or drawing (or all three) and not just looking at/going over in your head  
4) cramming is less effective. in particular, remember that memory consolidation happens during sleep. Study, then sleep and not vice-versa. Even a nap may help!

5) did I say to get enough sleep? Manage your time wisely enough to do this!

BYU has many resources available to help students with study habits, test taking and so forth. This includes daily workshops at the Academic Success Center. See <https://casc.byu.edu/workshops> (<https://casc.byu.edu/workshops>). I will always offer extra credit for attending one of these and submitting a short (1 page) written summary about your experience.

Other useful tips are available online. Google it! Here are some I found that look good:

<http://www.dartmouth.edu/~acskills/success/study.html> (<http://www.dartmouth.edu/~acskills/success/study.html>)  
<http://www.howtostudy.org/> (<http://www.howtostudy.org/>)

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Another important aspect of college success, especially in large classes that use impersonal exam formats, is knowing how to take tests. BYU's Academic Success Center also offers test-taking workshops at least weekly: <https://casc.byu.edu/workshops> (<https://casc.byu.edu/workshops>)

Some general tips:

- 1) read each question carefully and completely. Also read each answer carefully and completely. Don't skip this!!!!
- 2) your gut answer is usually best--don't overthink and don't go back and change answers unless you have a clear and compelling reason for doing so
- 3) don't be overly upset by missing or not knowing an answer. take time to relax, and reset yourself for the next question. don't get in a funk where you miss several in a row because you're upset!
- 4) use scratch paper to draw diagrams, write down answers and so forth rather than just relying on what's provided. if you can get it out of your head from scratch you are likely to have the right answer
- 4) test anxiety is real and can interfere with performance even when you know the material. take time BEFORE the exam to write about your anxiety and what you fear and what's realistic and how you can relax. use relaxation techniques (breathing, muscle tense/relax, take a break, re-frame negative thoughts). if it could be helpful, talk to a coach/counselor about your test anxiety (this is also free at BYU: <https://caps.byu.edu/> (<https://caps.byu.edu/>) and <https://caps.byu.edu/biofeedback> (<https://caps.byu.edu/biofeedback>))
- 5) some see Dr. South during office hours or make an appointment to talk about more skills for taking tests and studying.

## Assignments

### Assignment Descriptions

#### Quiz 1

Sep  
11

Due: Monday, Sep 11 at 11:59 pm

First two readings, and lectures

#### Syllabus Extra Credit

Sep  
12

Due: Tuesday, Sep 12 at 12:00 pm

#### Quiz 2

Sep  
18

Due: Monday, Sep 18 at 11:59 pm

Research methods and statistics. Lectures, readings, videos

## Attendance Extra Credit

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Sep  
**20**

Due: Wednesday, Sep 20 at 11:59 pm

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## Quiz 3

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Sep  
**22**

Due: Friday, Sep 22 at 11:59 pm

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Genetic foundations of behavior

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## Exam 1

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Oct  
**04**

Due: Wednesday, Oct 04 at 9:00 pm

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Philosophy, Research Methods, Behavioral Genetics, Brain and Behavior

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## Quiz 5 in-class quiz

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Oct  
**13**

Due: Friday, Oct 13 at 11:59 pm

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## Quiz 6

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Oct  
**23**

Due: Monday, Oct 23 at 11:59 pm

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Emotion and stress

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## Extra credit: Midcourse evaluation

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Oct  
**25**

Due: Wednesday, Oct 25 at 11:59 pm

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## Exam 2

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Nov  
**01**

Due: Wednesday, Nov 01 at 9:00 pm

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Sensation/Perception, Consciousness, Emotion, Learning/Memory, Social Psychology. November 1st is the late day.

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## Quiz 7

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Nov  
**10**

Due: Friday, Nov 10 at 11:59 pm

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## Quiz 8

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Nov  
**17**

Due: Friday, Nov 17 at 11:59 pm

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## Discrimination Paper

NOTE: We will provide more support on this paper, including some study sessions, as the time for the paper gets closer.

The social sciences typically differentiate between *prejudice*, which refers to preset, irrational attitudes from members of one group towards another; and *discrimination*, which describes behaviors or actions from members of one group towards another that confirms negative attitudes or prejudices and often results in loss of opportunity or harm towards another.

Here is a real example: a student in the BYU psychology program, who has French-African ancestry and black skin, was recently followed by an employee of the Disney store in nearby Orem while she was shopping there. When our student stopped and asked the employee why she was being followed, the employee said "your kind can't be trusted." The *prejudice* is a belief by the employee that people with black skin are somehow less trustworthy than others. The *discrimination* is the behavior of following black people, which is best uncomfortable for the followee, and at worst indicative of other likely behaviors: our student may not be given helpful advice, could be unintentionally or intentionally overcharged, and many other problems.

One area where psychologists fulfill their ethical duties is to conduct research about prejudice and discrimination and to share their findings with others. There is substantial research on this topic as applied to many, many groups including groups discriminated against on account of their gender, race, income, sexuality, religion, immigration status, language and so forth.

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Your assignment for this major paper is to conduct a review of research about discrimination specific to one particular group and/or situation. NOTE: this paper may NOT relate to discrimination against members of the LDS church past or present.

The review may cover either *causes* of discrimination (for example: who is doing the discriminating, what are some possible reasons for the discrimination, how does the discrimination happen). OR it may talk about the *consequences* of the discrimination, especially psychologically: what is the impact on the health, mental health, well-being of those being discriminated against (possibly including multiple generations).

It will help you to be as specific as possible: for example, searching the literature for "discrimination against women" will yield thousands of papers, while searching for research about the psychological consequences of inequitable pay (for similar jobs) between men and women will give you a more focused topic.

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In brief, you are to choose 4-6 articles from peer-reviewed, scientific journals. The focus should be on journal articles rather than book chapters. Articles should be found using the PsycInfo database through Ebsco, available through the HBLL library website. Articles should typically have been published within the last 5 years; check with the TAs or instructor for exceptions.

The paper should be between 6-8 pages, double-spaced, 12 point font with 1-inch margins. At the top, include only your name and a title for your paper. I am much more concerned about content than format at this stage of your careers. The papers you review should be included in a *separate* citation page using any standard format (APA, MLA etc.)

The content of the paper should consider the following guidelines. Use these as general guidelines. You don't have to answer every question I've written for the introduction, for instance. You could even answer different questions instead! I'm just looking for an overview of what you are studying and why it's important. Etc., for the rest of the guidelines.

**Introduction (about one page):** What is the topic of your research? Why did you choose to study this? What is the scope of the problem (Who discriminates? Who is being discriminated against? How long has it been happening or widespread is it? What consequences have been documented).

**Review of papers (about two pages):** Summarize each of your papers in turn. What was the purpose of the study? Who was studied (how many participants, how were the participants chosen, what measures were used). Where did the data come from (details about the experiment procedures, or data review, or wherever the data were gathered). What were the conclusions of the study? Where there suggestions for future study? You will need to read the whole article and take careful notes. Then condense it into one decent-sized paragraph.

NOTE: papers do not all have to come to the same conclusions. Your job is to sort through and summarize the recent research.

**Review of Popular Press (about one-two pages).** **AFTER** you have conducted the scientific literature review, read up about your topic on popular news, blogs, social media posts and so forth. The format here is flexible: if you want to find a meme, or even make your own meme, and discuss what thoughts and facts went into it, that is great! The focus here is to THINK CRITICALLY. How do the opinions in popular media match the scientific inquiry you conducted? What facts are these opinions based on, and how accurate are those facts? Why do you think people believe this? Your job is to consider this skeptically based on your readings for this paper AND what you have learned in class.

**Your summary and recommendations for the future. (1-2 pages).** Given everything you've learned, summarize the topic in a 1-2 paragraph, readable review that could help non-experts (i.e., a roommate, family member, member of congress) quickly but thoroughly understand the major points. Then offer your opinion on the topic: what are your major concerns? What alternate viewpoints do you have, or have you found for others. (Special note: consideration of alternate viewpoints is an essential part of critical thinking and persuasive argument).

Note the due date: before you leave for Thanksgiving Holiday. Get it done, then enjoy the time to celebrate with gratitude! (And note that there is no class on that date).

Grading of the paper will be based on these criteria and expanded in the rubric below (full rubric coming soon--not up yet).

1. Clean and tidy (10 points)
2. Well-organized (20 points)
3. Thoroughness (40 points)
4. Persuasiveness (20 points)
5. Interesting (10 points)

#### Quiz 9

Dec  
01

Due: Friday, Dec 01 at 11:59 pm

#### Quiz 10

Dec  
08

Due: Friday, Dec 08 at 11:59 pm

#### Creating Exam 1

Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

#### SONA research participation

Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

Research is an integral part of psychology, and there is no better way to learn about how research works than to participate yourself! All Psych 111 students at BYU are required to participate in at least 1 on-campus psychology research project during the semester, as well as other experiments that may be completed on-campus or online.

You are required to receive **13 Credits** in the SONA system. This includes 1 credit just for signing up, and 12 credits that will be awarded for about 2 hours of research. The SONA system awards one "credit" for 10 minutes of research, which equates to 2 course points and 1 point for the signing up. 13 SONA credits will equal 25 points towards your grade.

Remember: this requires **one on-campus project** and the others either on-campus or online.

Students should register **within the first week of class** for the SONA research tracking system at

[https://byu.sona-systems.com/student\\_new\\_user.aspx](https://byu.sona-systems.com/student_new_user.aspx) ([https://byu.sona-systems.com/student\\_new\\_user.aspx](https://byu.sona-systems.com/student_new_user.aspx))

The link can also be found through the Department of Psychology webpage, [psychology.byu.edu](http://psychology.byu.edu) (<http://psychology.byu.edu>)

Students who do not feel comfortable participating or are not eligible for actual experiments, for whatever reason, may write a 4 page research paper instead of an experiment. The topic should be cleared with Dr. South before doing the paper.

**BIG WARNING:** spots fill up later in the semester. Do NOT put this off! Do it early before you get busy with other coursework.

## Civic Engagement 2

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Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

Attend a relevant lecture or activity for psychology or community engagement that lasts at least 50 minutes. Write a short paper (at least one page 12-point font, double spaced) that summarizes the major points of the presentation, so that someone who didn't attend can get a good sense of what happened. Then summarize your reactions to the presentation: what did it make you think about or feel? Why? Then talk about what you may think or do differently on account of your experience.

## Extra Credit 1

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Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

Extra lecture or activity, with 1-page write-up, worth 5 points, Talk about what the main content of the activity or reading (so that someone who didn't do it could get a sense of what happened). Talk about the conclusions the presenter/author made. Talk about what it made you think about, and how it might make you view the world or do something different in the world.

## Civic Engagement 1

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Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

The accepted ethical guidelines for psychologists state that *Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society.*

Being involved in the community is an essential role for a psychologist. During this course you will be expected to engage in the community by attending TWO relevant lectures, discussions or other activities that take place either on campus or elsewhere in the community. These are expected to be formal, announced activities where the public is invited. We will post regular updates of opportunities we here about. You may email us with other things you hear about to ask whether it seems suitable and to let others know. You will then be asked to write a one+ page summary of your experience, as follows:

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Attend a relevant lecture or activity for psychology or community engagement that lasts at least 50 minutes. Write a short paper (at least one page 12-point font, double spaced) that summarizes the major points of the presentation, so that someone who didn't attend can get a good sense of what happened. Then summarize your reactions to the presentation: what did it make you think about or feel? Why? Then talk about what you may think or do differently on account of your experience.

Grading will be based on these criteria (full rubric to follow soon. It is not up yet).

1. Clean and tidy (3 points)
2. Adequate summary (3 points)
3. Personal experience (3 points)

4. Proposed changes for self or others (3 points)
5. Interesting to read (3 points)

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### Extra credit: End of Course evaluation

Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

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Complete the BYU end of course evaluation and make sure your name is listed for credit. Watch your email for the due date.

### Extra Credit 2

Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

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Extra lecture or activity, with 1-2 page write-up, worth 5 points.

Talk about what the main content of the activity or reading (so that someone who didn't do it could get a sense of what happened). Talk about the conclusions the presenter/author made. Talk about what it made you think about, and how it might make you view the world or do something different in the world.

### Final Exam

Dec  
19

Due: Tuesday, Dec 19 at 10:00 am

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270 SWKT 7-10 am

### Creating Exam 2.1

Dec  
31

Due: Sunday, Dec 31 at 11:59 pm

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### Quiz 99

Dec  
31

Due: Sunday, Dec 31 at 11:59 pm

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## 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.

## **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	Topic	Pre-class Assignments
Week 1		
W Sep 06 Wednesday	Philosophy of Science and Psychology	<u>Why Science?</u>
Th Sep 07 Thursday	<b>Quiz 1 Opens</b>	
F Sep 08 Friday	Research Foundations in Psychology	<u>Conducting Psychology Research in the Real World</u>
Week 2		
M Sep 11 Monday	Research Foundations in Psychology <b>Quiz 1 Closes</b>	VIDEO: <u>Is most published research wrong?</u>
T Sep 12 Tuesday	<b>Syllabus Extra Credit</b>	

W Sep 13 Wednesday	Research Foundations in Psychology	<u>Statistical Thinking</u> VIDEO: <u>TED Talk: How Juries are Fooled by Statistics (from 10:00 on)</u>
F Sep 15 Friday	Research Foundations in Psychology <b>Quiz 2 Opens</b>	<u>Psychophysiological Methods in Neuroscience</u> VIDEO: <u>TED Talk: The most important lesson from 83,000 brain scans</u>
Sa Sep 16 Saturday	<b>Quiz 3 Opens</b>	
Week 3		
M Sep 18 Monday	Behavioral Genetics  <b>Quiz 2 Closes</b>	<u>Epigenetics in Psychology</u> VIDEO: <u>Epigenetics in NOVA Science</u>
W Sep 20 Wednesday	Behavioral Genetics  <b>Attendance Extra Credit</b>	<u>Evolutionary Theories in Psychology</u> READ or LISTEN: <u>Science, Prayer, and Pterodactyls</u>
F Sep 22 Friday	Behavioral Genetics  <b>Quiz 3 Closes</b>	Read one of the following articles, depending on when your birthday is.  <b>If your birthday falls in January through June</b> Richard Williams, PhD, BYU Psychology and Wheatley Institution: <a href="http://www.thepublicdiscourse.com/2016/09/17802/">http://www.thepublicdiscourse.com/2016/09/17802/</a>  <b>If your birthday falls in July through December</b> <a href="https://ssl.gstatic.com/ui/v1/icons/mail/images/cleardot.gif">https://ssl.gstatic.com/ui/v1/icons/mail/images/cleardot.gif</a> Various professors and doctors from Johns Hopkins University: <a href="http://www.baltimoresun.com/news/opinion/oped/bs-ed-lgbtq-hopkins-20160928-story.html">http://www.baltimoresun.com/news/opinion/oped/bs-ed-lgbtq-hopkins-20160928-story.html</a>
Week 4		
M Sep 25 Monday	The Brain and Behavior	<u>The Brain and Nervous System</u>
W Sep 27 Wednesday	The Brain and Behavior	<u>Neurons</u> VIDEO: <u>Why is being scared so fun?</u>
F Sep 29 Friday	Exam 1 Review Day <b>Exam 1 Opens</b>	Study for Exam 1
Week 5		

M Oct 02 Monday	Sensation and Perception	<u>Sensation and Perception</u>
W Oct 04 Wednesday	Sensation and Perception <b>Exam 1 Closes</b>	<u>Failures of Awareness: The Case of Inattentional Blindness</u>
F Oct 06 Friday	Consciousness	<u>Virtual Barbershop</u>  Use headphones. Make sure there is no noise around. Close your eyes, turn the volume up a little bit, hold and press headphone on your ears. It is not a prank.
Week 6		
M Oct 09 Monday	Learning and Memory	<u>Conditioning and Learning</u>
W Oct 11 Wednesday	Learning and Memory	<u>Memory (Encoding, Storage, Retrieval)</u> VIDEO: <u>How memories form and how we lose them</u>
F Oct 13 Friday	Learning and Memory <b>Quiz 5 in-class quiz</b>	<u>Eyewitness Testimony and Memory Biases</u> VIDEO: <u>How reliable is your memory?</u>
Week 7		
M Oct 16 Monday	Emotions, Motivation, and Stress	<u>Functions of Emotions</u> VIDEO: <u>Crash Course: Feeling all the Feels</u>
W Oct 18 Wednesday	Emotions, Motivation, and Stress <b>Quiz 6 Opens</b>	<u>Two Fundamental Human Motivations: Eating and Mating</u> VIDEO: <u>How to make stress your friend</u>
F Oct 20 Friday	Emotions, Motivation, and Stress	<u>Stress: The Unseen Killer</u>
Week 8		
M Oct 23 Monday	Positive Psychology  <b>Quiz 6 Closes</b>	<u>Positive Psychology</u>

W Oct 25 Wednesday	Positive Psychology  <b>Extra credit: Midcourse evaluation</b>	<u>Positive Emotions: The Power of Happiness</u>
F Oct 27 Friday	Exam 2 Review <b>Exam 2 Opens</b>	Study for Exam 2
Week 9		
M Oct 30 Monday	Cognition and Intelligence	<u>Intelligence</u>
W Nov 01 Wednesday	Cognition and Attention <b>Exam 2 Closes</b>	<u>Attention</u>
F Nov 03 Friday	Judgement and Decision Making	<u>Judgment and Decision Making</u>
Week 10		
M Nov 06 Monday	Love and Psychology	<u>Biochemistry of Love</u>
W Nov 08 Wednesday	Love and Psychology	READ OR LISTEN: <u>Some Things We Have Learned - Together</u>
F Nov 10 Friday	Social Psychology <b>Quiz 7</b>	<u>Conformity and Obedience</u>
Week 11		
M Nov 13 Monday	Social Psychology	<u>Prejudice, Discrimination, and Stereotyping</u>
W Nov 15 Wednesday	Personality	<u>Personality Traits</u>
F Nov 17 Friday	Personality <b>Quiz 8</b>	<u>Gender</u>
Sa Nov 18 Saturday	<b>Discrimination Paper</b>	
Week 12		
M Nov 20 Monday	Clinical Psychology	<u>History of Mental Illness</u>

T Nov 21 Tuesday	<b>Friday Instruction</b> Paper Due- No class	
Week 13		
M Nov 27 Monday	Clinical Psychology	<u>Therapeutic Orientations</u>
W Nov 29 Wednesday	Clinical Psychology	<u>Psychopharmacology</u>
F Dec 01 Friday	Clinical Psychology <b>Quiz 9</b>	<u>Schizophrenia Spectrum Disorders</u>
Week 14		
M Dec 04 Monday	Clinical Psychology	<u>Mood Disorders</u> <u>Anxiety and Related Disorders</u>
W Dec 06 Wednesday	Putting It All Together: Autism in Love	<u>ADHD and Behavior Disorders in Children</u>
F Dec 08 Friday	Putting It All Together: Autism in Love <b>Quiz 10</b>	<u>Autism: Insights From the Study of the Social Brain</u> VIDEO: <u>Amazing Things Happen!</u>
Week 15		
M Dec 11 Monday	Personal Odysseys	Study for Exam
W Dec 13 Wednesday	Exam 3 Review	Study for Exam
Th Dec 14 Thursday	<b>Civic Engagement 1</b> <b>Civic Engagement 2</b> <b>Creating Exam 1</b> <b>Extra Credit 1</b> <b>Extra Credit 2</b> <b>Extra credit:</b> <b>End of Course evaluation</b> <b>SONA research participation</b>	

F Dec 15 Friday	<b>Fall Exam Preparation (12/15/2017 - 12/15/2017)</b>	
Week 16		
T Dec 19 Tuesday	Final Exam: 270 SWKT 7:00am - 10:00am <b>Final Exam</b>	
Week 17		
F Dec 29 Friday	<b>Quiz 99 Opens</b>	
Su Dec 31 Sunday	<b>Creating Exam 2.1 Quiz 99 Closes</b>	