

Instructor/TA Info

Instructor Information

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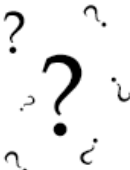
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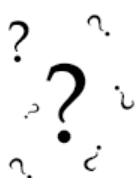
Course Information

Materials

Item	Price (new)	Price (used)
 <u>PSYCHOLOGY 5E</u> - Required by CICCARELLI, S	226.00	169.50

Choose 1 of the following options:

Option 1: 1 Item



IClicker+ - Required
by ICLICKER

47.00

OR Option 2: 1 Item



REEF POLLING ACCESS CODE (6 MONTH) - Required
by ICLICKER

16.00

OR Option 3: 1 Item



REEF POLLING ACCESS CODE (1 YEAR ACCESS) -
Required
by ICLICKER

25.30

Description

Welcome to PSYCH 111,

This class is a survey course of the field of psychology and will cover a wide range of topics spanning cellular to social levels of analysis. We will introduce several psychological perspectives, with an emphasis on the units of analysis approach and constructionism. The content of this course was selected to provide a foundation for the 5 core competencies outlined by the American Psychological Association: (1) knowledge base in psychology, (2) scientific inquiry and creative thinking, (3) ethical and social responsibility, (4) communication, and (5) professional development. As your instructor, I will do all I can to ensure that you gain a solid foundation in these core competencies and that you develop a life-long interest in the principles of psychology.

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

As is true for many aspects of life, you will get out of this class what you put into it. My goal is to help you obtain foundational knowledge in psychology, develop critical thinking about psychological concepts, and increase your appreciation for the science of psychology. For you to be successful in this course, you will need to complete the assigned readings *before* coming to class. Because a lot of material will be covered, completing the assigned reading *before* coming to class will be vital to your success. The purpose of the reading assignments is to provide you with a solid foundation on which to think about psychological constructs. The lectures are designed to provide context to the reading, present a unique perspective on similar topics, and get you to start thinking critically about the reading material. Students who fail to complete the assigned readings before class have a much harder time understanding what is being talked about in lecture. They also do much poorer on the exams than students who do the readings before class.

Your grade will be determined by performance on exams (60%), pop-quizzes (20%), writing assignments (20%), and extra credit (3%).

Exams: You will be required to complete 3 exams. The material for the first exam covers basic foundational knowledge in psychology (history, research methods, and major units of analysis). The second exam covers core psychological processes that underlie human thoughts, feelings, and behavior (intelligence, learning, memory, cognition, language, motivation, and emotion). The final exam will cover higher-order psychological processes (consciousness, personality, social psychology, and psychiatric disorders). The material in this course builds on itself. Thus, the exams are by nature cumulative. For example, to do well on the second and final exams you will need to have a solid grasp of the basic foundational knowledge in psychology covered in the first exam. The final exam (exam 3) will be comprehensive in that you need to understand how the prior material relates to higher order human psychology. In other words, I will expect you to apply the knowledge you gained during the class to answer questions that incorporate information spanning multiple chapters. The purpose of the final is to help you consolidate what you have learned in the course.

The exam questions will focus on the material covered *in lecture*. You should focus on the material covered *both* in the reading and in the lectures. If I do not hit on a topic covered in the reading during lecture, it will not be on the exam. Questions will include multiple choice questions. Exams are closed note and closed book. Exams will occur in the Testing Center as posted in the Schedule Tab of Learning Suite. If you are unable to make the scheduled times, let us know in advance so that we can approve a time for you to take the exam. If you miss the scheduled exam, you will only be allowed to do a make-up exam if the absence is excused.

Occasionally, bad test questions make their way into an exam. If you feel that a question is unfair, please let me know, and I will consider making that question extra credit. The exams are designed to be a learning experience in addition to testing your knowledge. My goal is to challenge you while being fair in the grading.

Per College policy:

"Students with conflicting final examination times, three or more final examinations in one day, or other legitimate academic conflicts (such as a licensing examination or conference presentation), may consult with their teacher(s) to arrange an alternative final examination place and time, preferably during the Final Examination Period but in all cases prior to the Grade Submission Deadline. Students must plan their schedules to complete their final examinations during the regularly scheduled examination times. If unplanned, non-academic extenuating circumstances (such as serious illness, personal injury, etc.) prevent completion of a final examination before the Grade Submission Deadline, an Incomplete Grade Contract (available from the Records Office) should be completed and submitted. Any exception to this policy must be authorized by the chair and dean."

Experiential learning assignments: You will complete 2 writing assignments through Learning Suite that will be worth 50 points each. These assignment will be due before midnight on the scheduled deadline. If you miss the deadline, you can submit the assignment late but this will come with a penalty of -5 points per day it is late. The writing assignments will be graded by the TAs.

- **Research:** You are to gain experience with research methods used in psychological research by volunteering to be a research participant in a psychology-related study being conducted at BYU. To complete this assignment go to <https://byu.sona-systems.com/>, create an account, go through the prescreening process, select a study (minimum of 6 credits), and participate in that study. Without research volunteers who are willing to give their time and efforts, advancement in psychological science cannot happen. This assignment was designed to encourage you to get involved and experience what psychological research is all about. The hope is that you will recognize the importance of being willing to be a research participant throughout your life, help you see research from the perspective of the participant, and inspire you to pursue your own research questions. Write a 1-page paper (double-spaced, .5-inch margins, 12-point Times New Roman font): *Briefly describe your experience, explain the purpose of the study, identify 5 concepts discussed in class that were employed in that study, tell us 3 things you learned about psychology by participating in that study, and tell us whether you think the results of that study will be beneficial to society (if so, how so; if not, why not?).* If you are unable to participate in a study for personal reasons, you need to let me know by September 30 so that arrangements can be made for you to do something different.
- **Civic Engagement:** The purpose of this assignment is to encourage you to begin applying psychology to issues that are important to you in your life and others. Research in psychology has implications on many aspects of society and we have an obligation to use our knowledge to improve the human condition. One of the best ways to do this is to become more civically engaged. For this assignment, you will identify a civic issue or problem that might be informed by psychology research. You will then find 1-3 original research articles in PubMed <https://www.ncbi.nlm.nih.gov/pubmed/> (<https://www.ncbi.nlm.nih.gov/pubmed/>) Using evidence from those studies, you are to draft a letter to a local, state, or federal official detailing how the evidence from those studies apply to the social issue or problem. Make at least one practical recommendation (e.g., draft a bill, vote on a bill, change policy, increase funding to research on the topic) that the official could do to improve the social issue or problem. The letter should be formatted to fit on a single page (single-spaced, .5 inch margins, 12 point font, Time New Roman). The letter will be graded on a 10 point scale (0=*inadequate* to 10=*superior*) for the following criteria:
 - Effectiveness of communicating the importance of social issue or problem
 - Effectiveness of communicating the research evidence on the social issue or problem
 - Strength of the scientific evidence cited in relation to the recommendations given in the letter
 - Professionalism, including demonstrating a respect for differing opinions and expressing gratitude for the time/support of the official
 - Formatting, style, and grammar

After receiving comments about your letter from the Professor/TAs, you will be given an opportunity to make changes before sending the letter to the official before finals week.

Pop quizzes (in class): To help encourage responsible learning habits, reading quizzes will occur during class, usually at the start of class. These questions are designed to assess your ability to independently read and comprehend the material. Your performance on these quizzes provides a gauge of how well you are able to learn independently, which is critical for life-long learning. Please feel free to contact me before class. If you miss class or arrive late you will miss the opportunity to earn these points, unless you let us know the reason at least 24 hours in advance so that we can arrange for you to take the quiz early. For unexpected circumstances that prevent you from attending class, please let us know ASAP the reason for your absence and why you were not able to inform us that you would be missing class, so that we can make arrangements for you to earn those points.

Extra credit: You will have the opportunity to improve your grade by completing 1 of 2 extra credit assignments. The essay should be no more than 1 page (double-spaced, .5-inch margins, 12-point Times New Roman font). These assignments require creativity or out-of-class activities. These assignments will be graded

(pass/fail). If you do not submit the extra credit assignments before the final day of class, you will miss the opportunity to obtain those points.

Option 1. Identify a psychological construct that interests you. Study a religious text and think about how that construct relates to scriptural events or principles. Write a 1-page essay explaining the psychological construct and discussing how you think it relates to scripture.

Option 2. After you have received comments from the professor or TA, send the civic engagement letter to the identified official via e-mail or mail. Provide evidence that the letter was sent (e.g, forward the e-mail or obtain receipt that you sent the letter).

Participation Policy

Lectures are designed to encourage participation. You will need to purchase an i-Clicker (or REEF app) from the BYU bookstore (or another distributor) so that you can complete the in-class pop quizzes and in-class activities.

During class discussions, please be mindful and respectful of your fellow students by:

1. Asking questions that are thoughtful, critical to understanding course material, and promote discussion. Before asking a question, reflect on whether it might help other students in the class, could be answered by reading the material, or might be best saved for discussion during office hours.
2. Be aware of how often you make comments. If you find you are making a lot of comments, make sure you are allowing others to participate by giving them time to respond. For those of you who are more reserved, maybe set a goal to make at least one comment every other week.

Attendance Policy

To help you develop character and professionalism, students are expected to be on time and present for all classes so you can be a part of the class discussion. As a matter of mutual courtesy, please let a TA know when you're going to be late, when you're going to miss class, or if you need to leave early. Students who have extraordinary circumstances preventing attendance, or who must leave early, should explain these circumstances to the instructor/TA prior to the scheduled class, or as soon as possible thereafter. In other words, think about what you would do if you needed to miss work and act accordingly for instances where you are unable to attend class. The instructor will then make an effort to accommodate reasonable requests. You are responsible for the content of all classes, including issues raised in the spontaneous class discussions. If you must miss a class, please request notes from your classmates. If you miss a quiz due to an unexcused absence or arriving late, you will NOT be allowed to take the quiz at a later time.

Study Habits

Completing the assigned reading before class, attending all classes, and taking advantage of office hours and exam review sessions will increase your chances of learning the material and doing well in this course. Study rooms in the library are a great place to study class material and can be reserved in the library at <https://groupstudy.lib.byu.edu/>. Please refer to the Textbook for additional study habits that can help you with this course (pages PIA-2 through PIA-10). There are assessments and questions in the Textbook that may also help you memorize the material. However, to do well on the exams and to learn the material in a way that will translate beyond the classroom will require a deeper level of learning. Flashcards and active note taking on the reading and lectures are powerful tools. I also strongly encourage making class friends with whom you discuss the material. Please get involved in a study group as well.

Assignments

Assignment Descriptions

Exam 1

Oct
09

Due: Monday, Oct 09 at 11:00 am

Foundations of Psychology

Civic Engagement

Nov
01

Due: Wednesday, Nov 01 at 11:59 pm

Exam 2

Nov
13

Due: Monday, Nov 13 at 11:00 am

Core Psychological Processes

Research

Dec
06

Due: Wednesday, Dec 06 at 11:59 pm

Pop Quiz 1

Dec
13

Due: Wednesday, Dec 13 at 8:05 am

Covers reading assignment since last class.

Pop Quiz 2

Dec
13

Due: Wednesday, Dec 13 at 8:05 am

Covers reading assignment since last class.

Pop Quiz 3

Dec
13

Due: Wednesday, Dec 13 at 8:05 am

Covers reading assignment since last class.

Pop Quiz 4

Dec
13

Due: Wednesday, Dec 13 at 8:05 am

Covers reading assignment since last class.

Pop Quiz 9

Dec
13

Due: Wednesday, Dec 13 at 8:05 am

Covers reading assignment since last class.

Pop Quiz 7

Dec
13

Due: Wednesday, Dec 13 at 8:05 am

Covers reading assignment since last class.

Pop Quiz 10

Dec
13

Due: Wednesday, Dec 13 at 8:05 am

Covers reading assignment since last class.

Pop Quiz 5

Dec
13

Due: Wednesday, Dec 13 at 8:05 am

Covers reading assignment since last class.

Pop Quiz 8

Dec
13

Due: Wednesday, Dec 13 at 8:05 am

Covers reading assignment since last class.

Pop Quiz 6

Dec
13

Due: Wednesday, Dec 13 at 8:05 am

Covers reading assignment since last class.

Extra Credit Option 1 or 2

Dec
13

Due: Wednesday, Dec 13 at 11:59 am

See syllabus for possible assignments

Raw Exam 1 Score

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Raw Exam 2 Score

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Final Exam

Dec
21

Due: Thursday, Dec 21 at 9:00 pm

This comprehensive exam will cover all material in the course. 12/14/2016 8:00 AM

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.

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.

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.

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.

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>).

Deliberation Guidelines

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

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

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

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Schedule

Date	Due dates	Topic/Reading Schedule
Week 1		
W Sep 06 Wednesday		<ul style="list-style-type: none"> Review the syllabus and the schedule in Learning Suite Psychology in Action: Secrets for Surviving College and Improving Your Grade (PIA-2 - PIA-14)
F Sep 08 Friday		<p>Foundations of Psychology: Introduction to Psychology</p> <p>No reading assigned for this lecture.</p>
Week 2		
M Sep 11 Monday		<p>Foundations of Psychology: History of Psychology</p> <ul style="list-style-type: none"> Chapter 1: The Science of Psychology (pp. 2 - 15)
W Sep 13 Wednesday		<p>Foundations of Psychology: Research Methods</p> <ul style="list-style-type: none"> Chapter 7: Concepts and Prototypes (pp. 269 - 271) Chapter 1: Psychology: The Scientific Method (pp. 18 - 22)

F Sep 15 Friday		<p>Foundations of Psychology: Research Methods</p> <ul style="list-style-type: none"> • Chapter 1: Case Studies (p. 24) • Chapter 1: Correlations - The Experiment (pp. 26 - 32)
Week 3		
M Sep 18 Monday		<p>Foundations of Psychology: Research Methods</p> <ul style="list-style-type: none"> • Chapter 8: Research Designs (p. 312) • Chapter 1: Applying Psychology to Everyday Life (pp. 38 - 40)
W Sep 20 Wednesday		<p>Unit of Analysis: Genes</p> <ul style="list-style-type: none"> • Chapter 8: Nature Versus Nurture - Prenatal Development (pp. 312 -318)
F Sep 22 Friday		<p>No new reading before this class. We will finish up the genes lecture and cover molecules.</p>
Week 4		
M Sep 25 Monday		<p>Unit of Analysis: Molecules</p> <ul style="list-style-type: none"> • Chapter 2: The Biological Perspective (pp. 51 starting at Neurotransmitters: Messengers of the Network - 54, 63 - 66)
W Sep 27 Wednesday		<p>Unit of Analysis: Cells</p> <ul style="list-style-type: none"> • Chapter 2: The Biological Perspective (pp. 46 - 51)
F Sep 29 Friday		<p>Unit of Analysis: Circuits</p> <ul style="list-style-type: none"> • Chapter 2: The Biological Perspective (pp. 67 - 84)
Week 5		
M Oct 02 Monday		<p>Unit of Analysis: Physiology</p> <ul style="list-style-type: none"> • Chapter 2: The Peripheral Nervous System (pp. 59 - 62)

W Oct 04 Wednesday		<p>Units of Analysis: Behavior, Self-report, Paradigms</p> <ul style="list-style-type: none"> Chapter 1: Descriptive Methods (pp. 23 - 24, 24 - 26) no need to read case studies again. Chapter 1: Ethics of Psychological Research (pp. 35 - 37)
Th Oct 05 Thursday	Exam 1 Opens	
F Oct 06 Friday		We will finish up the units of analysis material today.
Sa Oct 07 Saturday		
Week 6		
M Oct 09 Monday	Exam 1 Closes	<p>Core Psychological Processes: Intelligence</p> <ul style="list-style-type: none"> Chapter 7: Intelligence (pp. 274 - 293)
W Oct 11 Wednesday		We will finish the lecture on intelligence today.
F Oct 13 Friday		<p>Core Psychological Processes: Learning</p> <ul style="list-style-type: none"> Chapter 5: Learning (pp. 176 - 192; pp. 196-199 on punishment)
Week 7		
M Oct 16 Monday		<p>Core Psychological Processes: Learning</p> <ul style="list-style-type: none"> Chapter 5: Learning (pp. 208 - 215)
W Oct 18 Wednesday		We will finish up learning today.
F Oct 20 Friday		<p>Core Psychological Processes: Memory</p> <ul style="list-style-type: none"> Chapter 6: Memory (pp. 222 - 245)
Week 8		

M Oct 23 Monday		<p>Core Psychological Processes: Memory</p> <ul style="list-style-type: none"> Chapter 6: Memory (pp. 245 - 261)
W Oct 25 Wednesday		<p>Core Psychological Processes: Cognitive Development (guest lecturer)</p> <ul style="list-style-type: none"> Chapter 8: Cognitive Development (pp. 326 - 329 up to but not including Vygotsky's Theory, 339 - 340, and 344) Chapter 8: Theories of Psychological Aging (pp. 346 - 347)
F Oct 27 Friday		<p>Core Psychological Processes: Cognition</p> <ul style="list-style-type: none"> Chapter 7: Cognition (pp. 266 - 269, 271 - 277)
Week 9		
M Oct 30 Monday		<p>Core Psychological Processes: Language</p> <ul style="list-style-type: none"> Chapter 7: Language (pp. 298 - 303)
W Nov 01 Wednesday	Civic Engagement	<p>Core Psychological Processes: Emotion</p> <ul style="list-style-type: none"> Chapter 9: Emotion (pp. 373 - 380 up to but not including the facial feedback hypothesis)
F Nov 03 Friday		<p>Higher Order Psychological Processes: Consciousness and Sleep</p> <ul style="list-style-type: none"> Chapter 4: Consciousness (pp. 136 - 148)
Week 10		
M Nov 06 Monday		<p>Higher Order Psychological Processes: Sleep Disorders</p> <ul style="list-style-type: none"> Chapter 4: Sleep Disorders (pp. 148 - 151)
T Nov 07 Tuesday		

W Nov 08 Wednesday		Higher Order Psychological Processes: Personality <ul style="list-style-type: none"> Chapter 8: Temperament (pp. 331 - 332)
Th Nov 09 Thursday	Exam 2 Opens	
F Nov 10 Friday		Higher Order Psychological Processes: Personality <ul style="list-style-type: none"> Chapter 13: Trait Theory - Personality: Genetics and Culture (pp. 521 - 528) Chapter 13: Assessment of Personality (pp. 531 - 536) Chapter 11: Personality Factors in Stress (pp. 440 - 442 up to but not including Explanatory Style) Chapter 14: Personality Disorders (pp. 577 - 578)
Week 11		
M Nov 13 Monday	Exam 2 Closes	Higher Order Psychological Processes: Social Psychology <ul style="list-style-type: none"> Chapter 12: Social Psychology (pp. 458 - 481)
T Nov 14 Tuesday		
W Nov 15 Wednesday		
F Nov 17 Friday		Higher Order Psychological Processes: Social Psychology <ul style="list-style-type: none"> Chapter 4: Social Psychology (pp. 482 - 497)
Week 12		
M Nov 20 Monday		
T Nov 21 Tuesday	Friday Instruction	
W Nov 22 Wednesday	No Classes	
Th Nov 23 Thursday	Thanksgiving	
F Nov 24 Friday	Thanksgiving Holiday	
Week 13		

M Nov 27 Monday		Higher Order Psychological Processes: Psychological Disorders <ul style="list-style-type: none"> Chapter 14: Psychological Disorders (pp. 542 - 551)
W Nov 29 Wednesday		Higher Order Psychological Processes: Psychological Disorders <ul style="list-style-type: none"> Chapter 14: Disorders of Anxiety (pp. 553 - 559) Chapter 15: Systematic Desensitization and Exposure Therapies (pp. 597 and 599)
F Dec 01 Friday		Higher Order Psychological Processes: Psychological Disorders <ul style="list-style-type: none"> Chapter 14: Eating Disorders - Schizophrenia (pp. 567 - 569 and 576)
Week 14		
M Dec 04 Monday		
W Dec 06 Wednesday	Research	Higher Order Psychological Processes: Psychological Disorders <ul style="list-style-type: none"> Chapter 14: Disorders of Mood (pp. 552 - 555) Chapter 15: Cognitive Therapies (pp. 601 - 603)
F Dec 08 Friday		
Week 15		
M Dec 11 Monday		
W Dec 13 Wednesday	Extra Credit Option 1 or 2	Higher Order Psychological Processes: Psychological Therapies <ul style="list-style-type: none"> Chapter 15: Does Psychotherapy Work? (pp. 607 -610)
Th Dec 14 Thursday	Raw Exam 1 Score Raw Exam 2 Score	
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 is administered by the Testing Center. Visit https://testing.byu.edu for more information. Final Exam Opens	
Su Dec 17 Sunday	Final Exam is administered by the Testing Center. Visit https://testing.byu.edu for more information.	
Week 16		
M Dec 18 Monday	Final Exam is administered by the Testing Center. Visit https://testing.byu.edu for more information.	
T Dec 19 Tuesday	Final Exam is administered by the Testing Center. Visit https://testing.byu.edu for more information.	
W Dec 20 Wednesday	Final Exam is administered by the Testing Center. Visit https://testing.byu.edu for more information.	
Th Dec 21 Thursday	Final Exam is administered by the Testing Center. Visit https://testing.byu.edu for more information. Final Exam Closes	