

Instructor/TA Info

Instructor Information

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Office Hours: Mon, Wed, Fri 9:00am-10:30am

Or By Appointment

Book Appointment: <http://mnorth.youcanbook.me>

TA Information

Name: Claire Brammer

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Student Assignment (Last Names): A-Br

Name: Payton Hansen

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Student Assignment (Last Names): Bu-CI

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Student Assignment (Last Names): Co-Fa

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Or By Appointment

Student Assignment (Last Names): Fe-Ha

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Or By Appointment

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Student Assignment (Last Names): Ko-Ne**Name:** Annie Jensen**Email:** annie6jensen@gmail.com**Office Hours:** Only By Appointment**Student Assignment (Last Names): Ni-Ro****Name:** Janelle Green**Email:** greenchicken1000@gmail.com**Office Location:** 1053 JFSB**Office Phone:** 4252319338 (cell)**Office Hours:** Thu 12:00pm-2:00pm

Or By Appointment

Student Assignment (Last Names): Sa-Tu**Name:** Trevor De Mordaunt**Email:** tdemordaunt@gmail.com**Name:** Matthew Sterling**Email:** Sterlmat01@gmail.com**Office Phone:** 3163080128**Office Hours:** Mon, Wed 10:00am-1:00pm

Fri 10:00am-11:00am

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Student Assignment (Last Names): U-Z

Course Information

Description

This course is intended to provide you with opportunities to review topics throughout contemporary psychological science, including its theories, limitations, and implications for future research as well as application to everyday living. This course aims to develop your competence with respect to the psychological science as well as acquire and refine needed critical thinking and oral/written communication skills. Potential instructional methods include small and large group discussions, audio-visual media, group and individual exercises, lecture, and/or guest speakers. I aim for you to be able to enlarge and enrich your life through the understanding and application of psychological research.

Materials

Item	Price (new)	Price (used)
Choose 1 of the following options:		
<i>Option 1: 1 Item</i>		
 <u>PSYCHOLOGY 11E - Required</u> by MYERS, D	238.00	178.50
OR <i>Option 2: 1 Item</i>		



PSYCHOLOGY 3-HOLE 11E - Required
by MYERS, D

166.00

OR Option 3: 1 Item



EBOOK PSYCHOLOGY 11E - Required
by MYERS, D

96.00

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

All grades for all assessments will be listed throughout the semester in the Gradebook. Students are responsible to monitor and report any discrepancies in grading to their teaching assistants (TAs). Fifty percent (50%) of your earned grade will come from performance on exams, forty percent (40%) from in-class and online assignments, and ten percent (10%) from reading quizzes. Students must present the appropriate evidence of the correct grade and/or that the assessment was submitted on time. Undisputed missing and/or incorrect scores stand after the last day of the course. Requests for alternate assessments and due dates will not be granted.

Attendance Policy

As a face-to-face class, attending class sessions is mandatory. Ensure your commitments (e.g., childcare, work, transportation) are compatible, as being late to, failing to attend, or leaving class early *will* preclude you from earning points towards course credit. I recognize that as busy adults with competing priorities, it may not always be possible to attend class. In the event class or online assignments are missed and points are therefore forfeited, extra credit opportunities will be available throughout the course to offset these instances. However, missing too many points may not be met with sufficient extra credit points to completely recuperate lost points. Choose wisely when to miss class and assignments.

Note: Final exams dates and times are set by the University. Consistent with the [Final Exam Schedule & Policy](https://registrar.byu.edu/final-exam-schedule-policy) (<https://registrar.byu.edu/final-exam-schedule-policy>) (click link), these times will not be changed to accommodate individual circumstances.

Tips to Ace This Course

Apply the course content to your life. This is not a terms-and-definitions course. Your study techniques should not be limited to learning terms and definitions but apply the concepts to real-world scenarios. Imagine when, why, and how the concepts about which you are learning are experienced in real life: yours, family members, friends, and/or strangers.

Take and refer to your notes. This is a reading intensive course (sometimes up to 100 pages a week): there is absolutely no substitute for comprehensive, dedicated, consistent, and paced study of course material. Readings listed on the course calendar should be done *before* we discuss them in class. Seek out other reputable sources (i.e., books, articles) to help you learn the course material, as well as consult with me and the teaching assistants during office hours or via email.

Incremental reading, studying, and writing are best. Quality and quantity of coursework suffer with procrastination. Plan to invest *significant* and *incremental* time in and out of class completing coursework. *Learning Suite* contains many study resources: experiment with these. What you have done in other courses may not be appropriate for learning the material of this course. Become a flexible learner, adjusting your strategies in ways that assist you to achieve better outcomes.

Obtain and put to use feedback. If there is something you do not understand, reach out and allow others to help. Seek feedback. Utilize the resources available to you: other students, course teaching assistants, and the instructor (during office hours, via email). If you do not use these resources, it is assumed you understand what is required. There are no “do-overs” after assessments are completed.

Complete assessments as outlined in the syllabus and on Learning Suite. Refer to *Learning Suite* and the syllabus frequently! They tell you what is expected: it is your responsibility to complete the assigned tasks by the assigned dates according to the normative and stated expectations. You assume risks with waiting until the last days and hours to complete assessments. Unexpected events occur (i.e., child care falls through, transportation fails, work schedules conflict, family emergencies arise, illness strikes, doctor/dentist appointments are made, vacations/travel happen, sporadic power/internet outages hit): plan for these unexpected events such that they do not hinder your ability to proficiently complete the course. Your failure to adequately plan does not constitute an emergency response from me or teaching assistants (TAs).

The TAs have created a wonderful student handbook ([Download \(plugins/Upload/fileDownload.php?fileId=b8185bc0-k7UC-dzXr-96Og-501bbd3fa8bc&pubhash=kxO-Hj0RDZmjRSK9mPDYchQ2drffgfHfk74fMJFbDStL7yjBexplZsyUPnZ1PEECE4_-i-oJpXdLCKaOZjBOcw==\)](https://registrar.byu.edu/final-exam-schedule-policy)) to help you be a successful learner in this course, including links to many resources to help you along the way.

Assignments

Assignment Descriptions

Mission and Aims

Sep
06

Due: Wednesday, Sep 06 at 11:00 am

Instructions for and assignment completed in class.

Psych Fields and Science

Sep
08

Due: Friday, Sep 08 at 11:00 am

Instructions for and assignment completed in class.

Prologue Quiz

Sep
08

Due: Friday, Sep 08 at 11:59 pm

Reading quiz covering the contents of the Prologue.

RM Scenarios

Sep
13

Due: Wednesday, Sep 13 at 11:00 am

Instructions for and assignment completed in class.

Plagiarism Certificate

Sep
13

Due: Wednesday, Sep 13 at 11:59 pm

Being academically honest is crucial to your success and validates the hard work you put in to attaining your degrees. To familiarize you with the parameters of plagiarism (a form of academic dishonesty), you will complete a plagiarism tutorial and submit a certificate of completion to LearningSuite. Whether or not you complete this assessment, you are subject to its content. Keep in mind: this [website](https://www.indiana.edu/~istd/) (<https://www.indiana.edu/~istd/>) is written by another university: however, BYU has very similar expectations. **Note:** This assignment may not be as easy as it sounds. Take the requisite time, effort, and perseverance to complete it prior to the due date. To submit your earned certificate, you can (a) take a screenshot, (b) make a PDF, or (c) copy-and-paste the certificate text into a Word document. Then, upload your screenshot, PDF or Word document.

Classical Conditioning

Sep
15

Due: Friday, Sep 15 at 11:00 am

Instructions for and assignment completed in class.

Chapter 1 Quiz

Sep
15

Due: Friday, Sep 15 at 11:59 pm

Reading quiz covering the contents of Chapter 1.

Geeking Out (with Research Methodology)

Purpose: To permit you to use your research methodological skills to design (not carry out) an experiment in keeping with principles of good science.

Instructions: With the vast quantity of things that are available for scientific inquiry, opening our minds to consider those possibilities is crucial to the scientific process. Watch Dr. David Eagleman's TedTalk on *Possibilianism*. After watching the video, you can visit his website (<http://www.possibilian.com>) to learn more about what *possibilianism* means to suggest.

<https://www.youtube.com/watch?v=LENqnjZGX0A> (<https://www.youtube.com/watch?v=LENqnjZGX0A>)

Note: As God-believing people, Latter-day Saints and other believers need not be offended by Dr. Eagleman's analogy and seeming dismissal of religious views. For Dr. Eagleman, religious views are simply part of his scope of *possibilianism*: perhaps they are true but perhaps they are not (given scientific discoveries). In other words, choose not to be offended (see *And Nothing Shall Offend Them* (<https://www.lds.org/general-conference/2006/10/and-nothing-shall-offend-them?lang=eng>) and *Never Leave Him* (<https://www.lds.org/general-conference/2010/10/never-leave-him?lang=eng&media=video>) for excellent inspirational messages about not taking offense). Latter-day Saints and other believers, including those who waver in their faith at different points in their lives, have revelation and other confirmatory mechanisms through which to believe God and His truth. We do not have to live on the word of science alone, but look to His divine guidance to help us reconcile any perceived or real discrepancies. (*Matthew 4:4* (<https://www.lds.org/scriptures/nt/matt/4.4?lang=eng#3>), *Luke 4:4* (<https://www.lds.org/scriptures/nt/luke/4.4?lang=eng#3>)).

Assignment: Utilizing your knowledge of research methodology, I want you to use the scientific method to propose an experiment (but NOT carry out) about something within the realm of *your possibilianism*. (REMEMBER, this does not need to be religiously centered, but should merely be on a topic that interests you and connects with psychology.) To do this, you will need to describe this experiment and its associated procedures to ensure scientifically valid and reliable results. In your narrative:

- Identify and describe your independent and dependent variables. Be sure that you have both conceptual and operational definitions for these variables.
- Identify and describe the proposed association (i.e., correlation [positive, negative, curvilinear]) between the independent and dependent variables.
- Identify potential confounding/extraneous variables for which you will need to control and the procedures through which you will control for them.
- Identify and describe the various experimental and control group(s) you will need to set up and how you will select and assign participants to those various groups.

Capture your reflection and learning in a document that you can upload (please use .doc, .docx, .rtf, or .txt formats so as to be compatible with most computers). For assistance uploading your document, visit the [Learning Suite Student Help](http://lsinfo.byu.edu/student-help) (<http://lsinfo.byu.edu/student-help>) website and view the associated tutorials.

Guidelines and Notes: Plan on your thoughtful and critical reflection being anywhere from 2-3 pages. However, quality is always more important than quantity (although, quantity is many times indicative of the breadth and depth of reflection needed to demonstrate great quality). It generally will be clear when your best effort is given and when you "phone it in." Don't phone it in: you will get out of this assignment (and course) what you put in to it!

Chapter 7 Quiz

Change Your Behaviors, Change Your Outcomes

Sep
22

Due: Friday, Sep 22 at 11:59 pm

Purpose: To identify a behavior, its causes and consequences, that are holding you back such that you can change it to better your life.

Instructions: I am convinced that people have the capacity to reach the destination they set for themselves and, ultimately, are in control of whether or not they actually arrive at the destination. As such, sometimes we are our own worst enemies and put obstacles in our own ways to reaching those outcomes.

Assignment: You will use the ABCs of behavior modification to propose a plan to change a behavior that is getting in the way of your success. To do so:

- Describe the problem behavior. Consider the frequency, duration, magnitude, and timing of the behavior in your description.
- Identify some (i.e., 2-3) antecedents to your problem behavior. Remember, an antecedent is a trigger to the behavior. It is what sets the behavior in motion.
- Identify some (i.e., 2-3) consequences to your problem behavior. Remember, a consequence is what happens as a result of the behavior. These consequences can be "good," adaptive, and positive or they can be "bad," maladaptive, and negative. Remember, this is what keeps the behavior going or hinders it from happening in the future.
- Describe how you would manipulate the antecedents and consequences in ways that would reduce the problem behavior. In other words, how could you control the triggers or outcomes of a behavior in order to decrease the behavior?

Capture your reflection and learning in a document that you can upload (please use .doc, .docx, .rtf, or .txt formats so as to be compatible with most computers). For assistance uploading your document, visit the [Learning Suite Student Help \(http://lsinfo.byu.edu/student-help\)](http://lsinfo.byu.edu/student-help) website and view the associated tutorials.

Guidelines and Notes: Plan on your thoughtful and critical reflection being anywhere from 2-3 pages. However, quality is always more important than quantity (although, quantity is many times indicative of the breadth and depth of reflection needed to demonstrate great quality). It generally will be clear when your best effort is given and when you "phone it in." Don't phone it in: you will get out of this assignment (and course) what you put in to it!

Observational Learning in the Gospel

Sep
22

Due: Friday, Sep 22 at 11:59 pm

Instructions for and assignment completed in Digital Dialog.

Reinforcement Schedules

Sep
25

Due: Monday, Sep 25 at 11:00 am

Instructions for and assignment completed in class.

Greta the Dog

Sep

Due: Monday, Sep 25 at 11:00 am

25

Instructions for and assignment completed in class.

Operant Conditioning

Sep
25

Due: Monday, Sep 25 at 11:00 am

Instructions for and assignment completed in class.

Improving My Memory

Sep
29

Due: Friday, Sep 29 at 11:00 am

Instructions for and assignment completed in class.

Neurons

Oct
02

Due: Monday, Oct 02 at 11:00 am

Instructions for and assignment completed in class.

Chapter 8 Quiz

Oct
02

Due: Monday, Oct 02 at 11:59 pm

Reading quiz covering the contents of Chapter 8.

Bad Brain Habits

Oct
06

Due: Friday, Oct 06 at 11:00 am

Instructions for and assignment completed in class.

Mission and Aims Check-In 1

Oct
06

Due: Friday, Oct 06 at 11:59 pm

On the first day of the course, students were asked to describe how they might use this course to meet the mission and aims of a BYU education. To check in on how you are doing, take a survey [here](https://byu.az1.qualtrics.com/SE/?SID=SV_bHHyPFV8tluWaGN) (https://byu.az1.qualtrics.com/SE/?SID=SV_bHHyPFV8tluWaGN).

You may also copy and paste the link: https://byu.az1.qualtrics.com/SE/?SID=SV_bHHyPFV8tluWaGN

Note: Because this is administered through Qualtrics, your score will not automatically update here. After the due date has passed, I will manually add the earned points.

General Conference Messages and Psychology

Oct
08

Due: Sunday, Oct 08 at 11:59 pm

Instructions: Psychology is arguably part of everything that we do. While general conference talks are inspired messages given to God's children through His priesthood and auxiliary leaders, they also can contain a wealth of connections with psychological principles/findings/theories.

Assignment: Review the addresses from the most recent conference (October 2017). Look for connections between the gospel messages and psychological principles we are learning in this course. Because this course is ongoing, you may benefit by looking at your detailed *Table of Contents* for an overview of the various topics we are likely to cover in the course and about which you can read.

Identify one general conference message that contains two or three connections to different psychological principles. In your write-up, discuss:

- The session, speaker, and general summary of the gospel message.
- The two to three psychological principles/findings/theories that are connected with the gospel message. Note: Be specific in your analyses. Assume your reader knows little to nothing about the gospel message and the psychological principles/findings/theories of which you write. Thus, you will need to give enough of a background such that your reader can understand the content and, subsequently, the connections you are making.
- The overlap and/or discrepancies between the gospel message and the psychological principles/findings/theories.

Be sure to provide appropriate citations and references when using the work of others (e.g., referencing your textbook, the conference message, scriptures, or other materials). Follow APA guidelines (www.apastyle.org (<http://www.apastyle.org>)) for formatting, citing, and referencing.

Capture your reflection and learning in a document that you can upload (please use .doc, .docx, .rtf, or .txt formats so as to be compatible with most computers). For assistance uploading your document, visit the [Learning Suite Student Help](http://linfo.byu.edu/student-help) (<http://linfo.byu.edu/student-help>) website and view the associated tutorials.

Two examples are provided to help you see what this might look like.

General Conference and Psychology.pdf [Download \(plugins/Upload/fileDownload.php?fileId=6078087e-kix7-GMxq-8beL-2e5e679de9ba&pubhash=PtUAEaHrG7edfwk_E_VZorTO5ZImjpfO5qkAHOpPvuOF6yqGz5XTlkIyadI8A1jbB0j0Txir6VYgZJ2PQq_pQ==\)](#)
Moral Discipline & Psychology.pdf [Download \(plugins/Upload/fileDownload.php?fileId=3ba7dbbe-DBTQ-sl9b-RlKF-7jde26f93ccd&pubhash=PJORITagcCnGCNsYz7PwMbK0jK9ioODgOG-IYNTIoZ_AnWavGO5HQRPXogp2DARU_wWEXI0F5wHX4QRSfoLDA==\)](#)

Guidelines and Notes: Plan on your thoughtful and critical reflection being about 2 pages. However, quality is always more important than quantity (although, quantity is many times indicative of the breadth and depth of reflection needed to demonstrate great quality). It generally will be clear when your best effort is given and when you "phone it in." Don't phone it in: you will get out of this assignment (and course) what you put in to it!

Hike the "Y"

Oct
08

Due: Sunday, Oct 08 at 11:59 pm

Purpose: To increase physical activity as a "good" brain habit.

Instructions: The benefits of physical activity are numerous, with one of those areas experiencing benefits being academic. A recent study found that after learning, physical exercise boosted memory retention (van Dongen, Kersten, Wagner, Morris, & Fernandez, 2016).

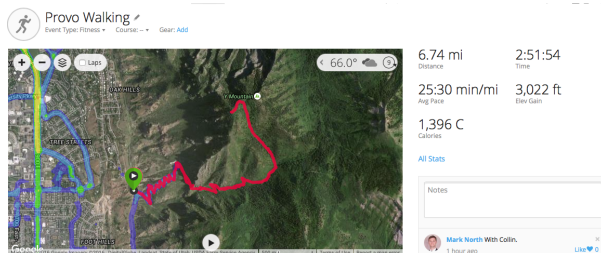
van Dongen, E. V., Kersten, I. H. P., Wagner, I. C., Morris, R. G. M., & Fernandez, G. (2016). Physical exercise performed four hours after learning improves memory retention and increases hippocampal pattern similarity during retrieval. *Current Biology*. doi:10.1016/j.cub.2016.04.071

Assignment: To encourage greater physical activity and from today (09/27/17) through Sunday, October 8th, you are invited to hike the "Y." To learn more about the trail, visit [here](http://www.alltrails.com/trail/us/utah/y-mountain-trail) (<http://www.alltrails.com/trail/us/utah/y-mountain-trail>) (click link). Two levels of extra credit are available. If you hike to the "Y", you will earn five (5) points. If you hike to the summit (quite a bit farther and a steeper incline), you will earn ten (10) points.

At your final destination (e.g., the "Y", the summit), take a "selfie" to document your accomplishment. You, of course, can take a number of pictures along the way, up and back. Upload your "selfie" with the appropriate destination in the background (e.g., sitting on the "Y" or, from the summit, a panorama of the Wasatch mountains in the background). If you go as a group, the same "selfie" can be uploaded multiple times (once for each group member).

Take with you the appropriate hydration, meal/snacks, clothing, healthcare items (e.g., mosquito repellent, sunblock), lighting, and anything else you may need for the distance and times of day you complete the hike. Remember to take care of our planet: whatever you pack in, pack it out.

Here's a photo of our summer trek: my son and I made it to the summit on July 4, 2016, 6.74 miles up and back (about 2 hours 50 minutes moving time, about 3 hours 50 minutes total time [including breaks]).



Note: This is "on your honor." In other words, don't just pull out a "selfie" from the hike you did weeks or months ago and upload that, photoshop yourself into a picture from the internet, etc. The hike must be done and "selfie" uploaded from 09/27/17 through 10/08/17.

Disclaimer: Before participating, be aware of your own physical capacities and limitations (see [D&C 10:4](https://www.lds.org/scriptures/dc-testament/dc/10.4?lang=eng#3) (<https://www.lds.org/scriptures/dc-testament/dc/10.4?lang=eng#3>) and [Mosiah 4:27](https://www.lds.org/scriptures/bofm/mosiah/4.27?lang=eng#26) (<https://www.lds.org/scriptures/bofm/mosiah/4.27?lang=eng#26>)). If necessary, consult with your physician to determine your suitability for participating, especially if you have previously been advised to restrict your physical activity, have recently experienced an illness or injury, or other condition that would warrant special caution. If you (or a medical professional) judge yourself to be incompatible with this activity or have any reservations whatsoever about participating, **DO NOT** take on this challenge. If while participating you experience excessive weakness, light-headedness, dizziness, pain, shortness of breath, or other concerning symptoms, stop your ascent, take the appropriate measures to address the symptoms, and safely make your descent.

If you determine yourself to not be physically suitable for this activity, let me know via email or during office hours and we will work together to identify a physical activity that you could reasonably do that is responsive to your capacity. You will still be able to earn the extra credit.

Chapter 2 Quiz

Oct
09

Due: Monday, Oct 09 at 11:59 pm

Reading quiz covering the contents of Chapter 2.

My Brain in Action

Oct
09

Due: Monday, Oct 09 at 11:59 pm

Purpose: To break down the various parts of the brain that are working in conjunction to facilitate human behaviors.

Instructions: The brain is, by far, the most fascinating of all human organs. In fact, it may be the most fascinating and complex thing that exists in the world. And we're just at the infancy of figuring out what the brain is and able to do. The Allen Institute of Brain Science (<http://alleninstitute.org/>), located in Seattle, is making great strides in mapping the different regions of the brain and how the brain is responsible for different genetic phenomena. Listen to Allan Jones' Ted Talk about some of this late-breaking research about the brain.

<https://www.youtube.com/watch?v=iNPsDky1z94>

Assignment: Now, while the brain is certainly connected to genetics, genetics is well beyond the scope of this course. The brain, however, also as a behavioral link (which is right in the aim of this course). I want you to choose one (1) activity you enjoy doing. With that in mind, I want you to:

- Describe the brain and body systems that are crucial to you being about to do that activity. Be specific and explicit, tying the system to the behavior.
- Describe the brain structures that are crucial to you being about to do that activity. Be specific and explicit, tying the structures to the behavior.
- Describe the brain lobes that are crucial to you being about to do that activity. Be specific and explicit, tying the lobes to the behavior.
- Describe the brain hemispheres that are crucial to you being about to do that activity. Be specific and explicit, tying the hemispheres to the behavior.

Don't shortcut your effort and answers. For example, "I need my medulla to breathe when I am playing cards." While technically correct, this is an answer a first-grader might give. The answer is not distinguishing the role of your medulla in playing cards from sitting on the toilet (because you need to breathe there, too). In short, what differentiating elements of your chosen activity may necessitate your medulla being utilized in different ways? A better answer could be, "When I have the perfect blackjack hand and I have bet big, I am anticipating a huge win. Thus, my medulla kicks in to high gear and sends signals to my peripheral nervous system such that my heartbeat and respiration increases." Capture your reflection and learning in a document that you can upload (please use .doc, .docx, .rtf, or .txt formats so as to be compatible with most computers). For assistance uploading your document, visit the Learning Suite Student Help (<http://lsinfo.byu.edu/student-help>) website and view the associated tutorials.

Guidelines and Notes: Plan on your thoughtful and critical reflection being anywhere from 2-3 pages. However, quality is always more important than quantity (although, quantity is many times indicative of the breadth and depth of reflection needed to demonstrate great quality). It generally will be clear when your best effort is given and when you "phone it in." Don't phone it in: you will get out of this assignment (and course) what you put in to it!

Chapter 3 Quiz

Oct
16

Due: Monday, Oct 16 at 11:59 pm

Reading quiz covering the contents of Chapter 3.

Addictions

Oct
16

Due: Monday, Oct 16 at 11:59 pm

Instructions for and assignment completed in class.

The Right Thing To Do

Oct
20

Due: Friday, Oct 20 at 11:59 pm

Purpose: To utilize a dramatization of real-life scenario in which to apply moral reasoning theories and extent that reasoning to your career aspirations.

Background and context: Choosing between right and wrong is sometimes hard. Not just because choosing right comes with significant costs, but many times knowing what is right and wrong is not always straightforward. As such, theories of morality become even that more valuable to give us lenses through which to evaluate our and others' moral choices that, many times (but not always), convert in to their associated behaviors.

Assignment: Watch the film “[Informed Consent \(https://youtu.be/LHQLteJC3FY?list=EL0IMA9bo1FUc\)](https://youtu.be/LHQLteJC3FY?list=EL0IMA9bo1FUc)” from a TV show titled House M.D. (Episode 3, Season 3). Individuals (Drs. House, Cameron, Foreman, Chase, and Cuddy) portrayed in the episode are caught in various moral dilemmas: pay attention to how each wrestles through the dilemmas and how he/she resolves them. Compare their decisions, actions, and rationale with the characteristics of the various levels of Kohlberg's stages of morality (preconventional, conventional, and postconventional); see your reading for a narration of these stages.

In your narrative, capture the following:

- At which level(s) of moral reasoning would you ascribe Dr. House? Explain your perspective, using specific evidence from the clip. Link this evidence back to the criteria for the morality levels chosen.
- At which level(s) of moral reasoning would you ascribe Dr. Cameron? Explain your perspective, using specific evidence from the clip. Link this evidence back to the criteria for the morality levels chosen.
- At which level(s) of moral reasoning would you ascribe Dr. Foreman? Explain your perspective, using specific evidence from the clip. Link this evidence back to the criteria for the morality levels chosen.
- At which level(s) of moral reasoning would you ascribe Dr. Chase? Explain your perspective, using specific evidence from the clip. Link this evidence back to the criteria for the morality levels chosen.
- At which level(s) of moral reasoning would you ascribe Dr. Cuddy? Explain your perspective, using specific evidence from the clip. Link this evidence back to the criteria for the morality levels chosen.
- Consider your ultimate career destination. Describe a moral dilemma you might encounter and how you would resolve it. Be sure to refer to the level(s) of moral reasoning upon which your resolution would be based. Note: If your career destination is in the medical field, choose moral dilemmas that are dissimilar to those presented in the film.

Note: To watch the clip, I have linked you to a paid, streaming version through YouTube NBCUniversalShows. You may have legal access to the show through a home DVD/Blu-ray collection, online streaming (e.g., Hulu, Netflix, iTunes, Amazon Video, Vudu, Google Play), or any other number of other media outlet or service. You are not required to use the YouTube link provided, but the link is only provided for your convenience. However you access the episode, please do so legally. You may also watch the episode in groups (sharing the \$1.99 or other cost across several students, thereby lowering your individual investment).

Capture your reflection and learning in a document that you can upload (please use .doc, .docx, .rtf, or .txt formats so as to be compatible with most computers). For assistance uploading your document, visit the [Learning Suite Student Help \(http://linfo.byu.edu/student-help\)](http://linfo.byu.edu/student-help) website and view the associated tutorials.

Guidelines and Notes: Plan on your thoughtful and critical reflection being anywhere from 2-3 pages. However, quality is always more important than quantity (although, quantity is many times indicative of the breadth and depth of reflection needed to demonstrate great quality). It generally will be clear when your best effort is given and when you "phone it in." Don't phone it in: you will get out of this assignment (and course) what you put in to it!

Identity Development

Oct
22

Due: Sunday, Oct 22 at 11:59 pm

Instructions for and assignment completed in class.

Trusting Relationships

Oct
22

Due: Sunday, Oct 22 at 11:59 pm

Instructions for and assignment completed in class.

DACA Dilemma

Oct
22

Due: Sunday, Oct 22 at 11:59 pm

Instructions for and assignment completed in class.

Parenting Strategies

Oct
23

Due: Monday, Oct 23 at 11:00 am

Instructions for and assignment completed in class.

Chapter 5 Quiz

Oct
23

Due: Monday, Oct 23 at 11:59 pm

Reading quiz covering the contents of Chapter 5.

Crises of Faith

Oct
23

Due: Monday, Oct 23 at 11:59 pm

Instructions for and assignment completed in Digital Dialog.

Midterm Reflection

Oct
26

Due: Thursday, Oct 26 at 9:00 pm

Instructions: To assist you to reflect on your exam performance and the study strategies you used to prepare for your exam, this reflection will help you identify the relationships between processes (study strategies) and outcomes (exam performance).

Assignment: Before taking your midterm exam, please complete this [survey \(https://byu.az1.qualtrics.com/SE/?SID=SV_7VPUIJZo7sf8OScl\)](https://byu.az1.qualtrics.com/SE/?SID=SV_7VPUIJZo7sf8OScl) (click link; you may also copy/paste the URL https://byu.az1.qualtrics.com/SE/?SID=SV_7VPUIJZo7sf8OScl into a web browser). Answer the questions honestly and completely (e.g., “yes,” “no,” and other extremely brief responses usually will not provide sufficient reflection).

By completing this form, I will increase your earned exam score by 5% (e.g., a 45/50 earned score will receive a 2.25 point increase).

Midterm

Oct
26

Due: Thursday, Oct 26 at 9:00 pm

Covers material from in-class learning and reading regarding the Prologue and Chapters 1, 7, 8, 2, 3, and 5. Focus to be on the learning objectives as stated in the Content pages.

Midterm Adjustment

Oct
26

Due: Thursday, Oct 26 at 10:00 pm

Three items were statistically problematic (they didn't do a good job of telling apart the students who knew the information from those who did not). This is an adjustment to compensate.

Motivational Analysis

Oct
30

Due: Monday, Oct 30 at 11:00 am

Instructions for and assignment completed in class.

Chapter 11 Quiz

Nov
03

Due: Friday, Nov 03 at 11:59 pm

Reading quiz covering the contents of Chapter 11.

Ethics in Experiments

Nov
03

Due: Friday, Nov 03 at 11:59 pm

Purpose: To build upon the moral and ethical reasoning, applying it to psychological research.

Instructions: While it should be clear by now, I LOVE PSYCHOLOGY! But, I particularly love social psychology. One of the reasons: the ethics of doing research with participants. Psychologists have a very strict code of ethics by which they must operate when interacting with participants. However, science might also have the duty to stretch those boundaries in order to obtain scientifically-valid data that teach us about ourselves.

View and become familiar with the [Ethical Principles of Psychologists and Code of Conduct](http://www.apa.org/ethics/code/index.aspx) (<http://www.apa.org/ethics/code/index.aspx>) from the website of the American Psychological Association.

Assignment: Consider the three experiments by Philip Zimbardo, Solomon Asch, and Stanley Milgram. (These are discussed in your textbook. You may also find SIGNIFICANT information about these as you make use of the Internet.) Choose one (1) of these very famous experiments. In your narrative:

- Identify the experiment you chose. Do you think that the experiment was unethical? Explain your perspective.
- Which, if any, of the ethical principles (as described in the APA website provided above) are relevant to your decision of it being ethical/unethical? Explain your perspective.
- Considering the subject matter explored in the experiment (i.e., Zimbardo = roles, Asch = conformity, and Milgram = obedience to authority), describe alternative procedures the experimenters could have used in order to eliminate any question concerning ethics BUT STILL allow the experiments to achieve uncovering the same outcomes.

Capture your reflection and learning in a document that you can upload (please use .doc, .docx, .rtf, or .txt formats so as to be compatible with most computers). For assistance uploading your document, visit the [Learning Suite Student Help](http://lsinfo.byu.edu/student-help) (<http://lsinfo.byu.edu/student-help>) website and view the associated tutorials.

Guidelines and Notes: Plan on your thoughtful and critical reflection being anywhere from 2-3 pages. However, quality is always more important than quantity (although, quantity is many times indicative of the breadth and depth of reflection needed to demonstrate great quality). It generally will be clear when your best effort is given and when you "phone it in." Don't phone it in: you will get out of this assignment (and course) what you put in to it!

Mission and Aims Check-In 2

Nov
06

Due: Monday, Nov 06 at 11:59 pm

On the first day of the course, students were asked to describe how they might use this course to meet the mission and aims of a BYU education. To check in on how you are doing, take a survey [here](https://byu.az1.qualtrics.com/SE/?SID=SV_bHHyPFV8tluWaGN) (https://byu.az1.qualtrics.com/SE/?SID=SV_bHHyPFV8tluWaGN).

You may also copy and paste the link: https://byu.az1.qualtrics.com/SE/?SID=SV_bHHyPFV8tluWaGN

Note: Because this is administered through Qualtrics, your score will not automatically update here. After the due date has passed, I will manually add the earned points.

Chapter 13 Quiz

Nov
08

Due: Wednesday, Nov 08 at 11:59 pm

Reading quiz covering the contents of Chapter 13.

Chapter 9 Quiz

Nov
10

Due: Friday, Nov 10 at 11:59 pm

Reading quiz covering the contents of Chapter 9.

Sho Yano's Kind of Intelligence

Nov
13

Due: Monday, Nov 13 at 11:59 pm

Purpose: To explore the ways in which intelligence theories can be used to explain various areas of intellectual functioning.

Instructions: Many different theories of intelligence have been offered over the years. Our text provides an overview of three of these: (a) Spearman's general intelligence, (b) Gardner's multiple intelligence, and (c) Sternberg's triarchic theory. Each has merits and reasons to give pause.

Assignment: While the world has no shortage of geniuses, one in particular is a fascinating story. Watch these video clips about Sho Yano's amazing intellect.



If you wish you can also Google for Sho Yano and learn more about his journey. Considering Sho Yano's amazing abilities:

- Which theory of intelligence best describes Sho Yano's intelligence? Explain your perspective.
- Which theory of intelligence least describes Sho Yano's intelligence? Explain your perspective.
- Given that Sayuri Yano (Sho's younger sister; Google her, too, to learn more) also demonstrates significant intellectual capacity, what roles might nature and nurture play in intellectual functioning? Explain your perspective.

Capture your reflection and learning in a document that you can upload (please use .doc, .docx, .rtf, or .txt formats so as to be compatible with most computers). For assistance uploading your document, visit the [Learning Suite Student Help \(http://linfo.byu.edu/student-help\)](http://linfo.byu.edu/student-help) website and view the associated tutorials.

Guidelines and Notes: Plan on your thoughtful and critical reflection being anywhere from 2-3 pages. However, quality is always more important than quantity (although, quantity is many times indicative of the breadth and depth of reflection needed to demonstrate great quality). It generally will be clear when your best effort is given and when you "phone it in." Don't phone it in: you will get out of this assignment (and course) what you put in to it!

Chapter 10 Quiz

Nov
17

Due: Friday, Nov 17 at 11:59 pm

Reading quiz covering the contents of Chapter 10.

Stress Management

Nov
24

Due: Friday, Nov 24 at 11:59 pm

Purpose: To identify the potential sources and triggers of as well as remedies for your various life stresses.

Instructions: Assessing your stress and then coming up with a plan for managing that stress is a worthwhile venture. Take the Holmes and Rahe Stress Scale (http://www.mindtools.com/pages/article/newTCS_82.htm) (click on the link) to determine the overall stress you are likely feeling.

Assignment: Using your overall response to the scale and the individual responses to the 43 statements, consider the following questions:

- Interpret your score given the scale that was provided through the link. In which category of stress are you (i.e., low to moderate, moderate to high, or high to very high)? To what extent
- To the extent to which you feel comfortable sharing, which of the 43 statements (types of stressors) are most contributing to your level of stress?
- What factors may be exacerbating your experience of these stressors? Consider your personality, perceptions, sleep patterns, use of controlled substances, and other lifestyle choices that may augment the experience of stress.
- What specific stress management techniques (i.e., emotions-focused and problem-focused strategies) are you now using (or you could use) in order to better manage these stressors? What barriers, if any, are there to effectively using the identified stress management techniques?

Capture your reflection and learning in a document that you can upload (please use .doc, .docx, .rtf, or .txt formats so as to be compatible with most computers). For assistance uploading your document, visit the Learning Suite Student Help (<http://linfo.byu.edu/student-help>) website and view the associated tutorials.

Guidelines and Notes: Plan on your thoughtful and critical reflection being anywhere from 2-3 pages. However, quality is always more important than quantity (although, quantity is many times indicative of the breadth and depth of reflection needed to demonstrate great quality). It generally will be clear when your best effort is given and when you "phone it in." Don't phone it in: you will get out of this assignment (and course) what you put in to it!

Chapter 15 Quiz

Nov
29

Due: Wednesday, Nov 29 at 11:59 pm

Reading quiz covering the contents of Chapter 15.

Chapter 12 Quiz

Dec
04

Due: Monday, Dec 04 at 11:59 pm

Reading quiz covering the contents of Chapter 12.

Research Participation / Article Review

Dec
04

Due: Monday, Dec 04 at 11:59 pm

Instructions: Understanding psychological research, by being a participant of said research and/or reading and appraising psychological research is an important component of your education in psychology. To do so, you have two options for extra credit: (a) participate in research being conducted by faculty and/or graduate students at the University, or (b) select a research article and summarize and review its theory, evidence, and research procedures.

Assignment: Decide which extra credit opportunity you would like to complete. It is highly recommended that you choose option A (research participation) over option B (article summary/review), as you already get significant opportunity to do read article summaries as you are appraising the content of your textbook (built upon scientific findings in research articles and other sources).

- To be a research participant, visit the [SONA Research System \(https://byu.sona-systems.com\)](https://byu.sona-systems.com) (<https://byu.sona-systems.com>). If you do not already have an account, click on “Request Account” to obtain one. Be sure to link your SONA account with our course (the section # is listed in the syllabus). After entering the system, you will be able to select from among the provided research studies. Only participation in studies through SONA will be counted for extra credit. If you complete one hour (i.e., 6 credits), you will receive 6 extra credit points. If you complete two hours (i.e., 12 credits), you will receive 12 extra credit points. Partial extra credit points will not be awarded for partial completion of hours and no more than 12 points can be earned.
- To write an article summary/review (no more but no less than 3 double-spaced pages), choose a psychological topic of interest. Next, locate a research article only from the following journals: *American Psychologist*, *Current Directions in Psychological Science*, *Psychological Bulletin*, *Psychological Review*, *Psychological Science*, *Review of General Psychology*, *History of Psychology*, *Journal of Applied Psychology*, *Journal of Educational Psychology*, *Personnel Psychology*, *Psychological Methods*, and *Journal of Personality and Social Psychology*. Third, read, review, and write about the article, including your impressions regarding the adequacy of (a) the theoretical framework and hypotheses, (b) research design, and (c) persuasiveness of the evidence. Capture your summary/review in a document that you can submit to *Learning Suite* (.doc, .docx, .rtf, or .txt). For assistance uploading your document, visit the [Learning Suite Student Help \(http://linfo.byu.edu/student-help\)](http://linfo.byu.edu/student-help) website and view the associated tutorials. Your quality submission, as described above, will earn you 12 extra credit points.

Note: I recommend doing this sooner rather than later, as (a) SONA studies start to taper off towards the end of the semester, and (b) students' schedules tend to become more hectic as final exams, papers, and other priorities come due. SONA extra credit points will be awarded after the due date expires. Article Review points will be awarded when these are graded by the TAs.

Chapter 4 Quiz

Dec
08

Due: Friday, Dec 08 at 11:59 pm

Reading quiz covering the contents of Chapter 4.

Chapter 14 Quiz

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

Reading quiz covering the contents of Chapter 14.

Final

Dec
21

Due: Thursday, Dec 21 at 9:00 pm

Covers material from in-class learning and reading regarding the Chapters 11, 13, 10, 9, 15, 12, 4, and 14. Focus to be on the learning objectives as stated in the Content pages.

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.

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

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.

Deliberation Guidelines

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

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

Inappropriate Use Of Course Materials

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

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) 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>).

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	In-Class Topics/Discussions	Readings Completed	Assignments/Exams Dates
Week 1			
W Sep 06 Wednesday	Course Introduction		Mission and Aims
F Sep 08 Friday	History of Psychology	Prologue	Prologue Quiz Closes Psych Fields and Science Chapter 1 Quiz Opens
Week 2			
M Sep 11 Monday	Research Methods, Part 1	Chapter 1	
W Sep 13 Wednesday	Research Methods, Part 2		RM Scenarios Plagiarism Certificate
F Sep 15 Friday	Classical Conditioning	Chapter 7	Geeking Out (with Research Methodology) Classical Conditioning Chapter 1 Quiz Closes Chapter 7 Quiz Opens
Week 3			
M Sep 18 Monday	Operant Conditioning, Part 1		

W Sep 20 Wednesday	Operant Conditioning, Part 2		Chapter 7 Quiz Closes
F Sep 22 Friday	Observational Learning (Online/Digital Dialog)		Change Your Behaviors, Change Your Outcomes Observational Learning in the Gospel
Week 4			
M Sep 25 Monday	Learning (Synthesis)		Greta the Dog Operant Conditioning Reinforcement Schedules
W Sep 27 Wednesday	Encoding Information	Chapter 8	Chapter 8 Quiz Opens
F Sep 29 Friday	Memory Improvements		Improving My Memory
Week 5			
M Oct 02 Monday	Neurons Central Nervous System, Part 1	Chapter 2	Neurons Chapter 2 Quiz Opens Chapter 8 Quiz Closes
W Oct 04 Wednesday	Central Nervous System, Part 2 Improving Brain & Body Systems		
F Oct 06 Friday	Midterm Q & A		Bad Brain Habits Mission and Aims Check-In 1
Su Oct 08 Sunday			General Conference Messages and Psychology Hike the "Y"
Week 6			
M Oct 09 Monday	Awareness Limitations	Chapter 3	Chapter 2 Quiz Closes Chapter 3 Quiz Opens My Brain in Action
W Oct 11 Wednesday	Sleeping & Dreaming		
F Oct 13 Friday	Drugs & Addiction		
Week 7			
M Oct 16 Monday	Cognitive Development	Chapter 5	Addictions Chapter 5 Quiz Opens Chapter 3 Quiz Closes
W Oct 18 Wednesday	Morality Development		

F Oct 20 Friday	Psychosocial Development (online) Midterm Preparation		The Right Thing To Do
Su Oct 22 Sunday			DACA Dilemma Identity Development Trusting Relationships
Week 8			
M Oct 23 Monday	Attachment Development		Crises of Faith Chapter 5 Quiz Closes Parenting Strategies
T Oct 24 Tuesday			Midterm Opens
W Oct 25 Wednesday	No Class (Midterm Testing Window)		
Th Oct 26 Thursday			Midterm Reflection Midterm Closes Midterm Adjustment
F Oct 27 Friday	Midterm Debrief		
Week 9			
M Oct 30 Monday	Cognitive Choice Motivation	Chapter 11	Chapter 11 Quiz Opens Motivational Analysis
W Nov 01 Wednesday	Goal Setting Principles		
F Nov 03 Friday	Attributions Power of the Situation	Chapter 13	Chapter 11 Quiz Closes Chapter 13 Quiz Opens Ethics in Experiments
Week 10			
M Nov 06 Monday	Altruism Prejudice & Discrimination		Mission and Aims Check-In 2
W Nov 08 Wednesday	Problem Solving & Heuristics Creativity	Chapter 9	Chapter 13 Quiz Closes Chapter 9 Quiz Opens
F Nov 10 Friday	Intelligence Theories	Chapter 10	Chapter 9 Quiz Closes Chapter 10 Quiz Opens
Week 11			
M Nov 13 Monday	Measurement in Psychology, Part 1		Sho Yano's Kind of Intelligence
W Nov 15 Wednesday	Measurement in Psychology, Part 2		
F Nov 17 Friday	Emotional Control	Chapter 15	Chapter 10 Quiz Closes Chapter 15 Quiz Opens

Week 12			
M Nov 20 Monday	The Psychology of Stress		
T Nov 21 Tuesday	Friday Instruction Coping Responses and Strategies		
W Nov 22 Wednesday	No Classes		
Th Nov 23 Thursday	Thanksgiving		
F Nov 24 Friday	Thanksgiving Holiday		Stress Management
Week 13			
M Nov 27 Monday	Happiness		
W Nov 29 Wednesday	Anxiety Disorders Depression	Chapter 12	Chapter 15 Quiz Closes Chapter 12 Quiz Opens
F Dec 01 Friday	Therapy Effectiveness		
Week 14			
M Dec 04 Monday	Nature and Nurture	Chapter 4	Chapter 12 Quiz Closes Chapter 4 Quiz Opens Research Participation / Article Review
W Dec 06 Wednesday	Systems and Culture		
F Dec 08 Friday	Psychoanalytic Personality	Chapter 14	Chapter 4 Quiz Closes Chapter 14 Quiz Opens
Week 15			
M Dec 11 Monday	Humanistic Personality		
W Dec 13 Wednesday	Trait Personality		Chapter 14 Quiz Closes
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 Opens
Week 16			
Th Dec 21 Thursday			Final Closes