



## Welcome to BYU Online!

This course is part of a small pilot of online courses at BYU. This course is a highly structured learning experience that meets the university's general education requirements and will mirror the intensity of the on-campus course. This course differs from on-campus courses and other online courses in the following ways:

- Course Content – Aside from your textbook, all of the course content is contained online. You will also submit all your assignments and complete all your course quizzes online.
- Course Completion – You are allowed to complete this course at your own pace, though there are deadlines for the two exams and two portfolios. The only restrictions are you cannot complete the course before October 15, and you must complete the course by the end of the semester.
- Orientation Meeting – You are required to attend an initial class meeting. At this meeting, you will meet your instructor, course TAs and other members of the class. You will also have the opportunity to ask any questions you have about the class and how it operates.
- Course TA – This course has a specific TA that you can contact with questions about the course or course content. The TA will also assist you in creating a course completion schedule and meet with you for one of the course checkpoints.
- Checkpoints – Throughout the course you will be required to meet with the instructor or course TA **three** times. These meetings will take place in Adobe Connect. These checkpoints will allow you to discuss your progress in the course and help you follow your course completion plan.
- Webinars – A webinar is a scheduled class session that you will attend through Adobe Connect. These webinars will allow for information sharing, special lectures, and guest lectures. You will be able to interact with your instructor and other members of the class.
- Discussion Board – This course contains a monitored course

discussion board. This discussion board will allow you to post, respond to, and evaluate various topics related to the course material.

As part of the pilot, we will be asking you to help assess the success and effectiveness of this course, the faculty member, the course delivery, and the course support. Your participation in this assessment effort will be critical to future opportunities for online learning at BYU. Please be prepared to provide meaningful feedback about your experience.

## Course TA Information

Your TA for this course is **Isaac Sheffield**. Please contact your TA if you have any questions, run into difficulties with the course, and to schedule checkpoints.

- Remember, his name is Isaac Sheffield.
- [ta\\_psych111@byu.edu](mailto:ta_psych111@byu.edu) ([mailto:ta\\_psych111@byu.edu](mailto:ta_psych111@byu.edu))
- 801-422-6028

[Click here to watch video.](#)

© BYU Independent Study

Remember, your TA is your first line of contact, and he will be able to help you with any issues that come up. He is looking forward to getting to know you!

## Overview

Welcome to PSYCH 111! People sometimes believe that psychology is about learning to “understand themselves,” but that simply is not accurate. Psychology is the study of behavior broadly construed. Psychology includes the study of how others think, feel, and behave. As you read through this document, **please** pay attention to course policies, objectives, and design.

## Course Objectives

This is typically student's first formal course in psychology and as such provides introductory level coverage of topics such as neuroscience, personality, development, cognition, language, as well as psychological disorders and their treatment. Given the “survey” nature of this course we will devote a limited amount of time to each of these topical areas where the Psychology Department offers upper division courses that are more topically focused. It is also important to emphasize that psychology is a scientific discipline meaning that a premium is placed on research; as such students will also be introduced to some of the elementary issues in psychological research and statistics. Given the above backdrop, the course will be more theoretical in nature rather than providing practical applications.

## BS in Psychology Program Objectives

Graduates will

1. Be able to demonstrate more extensive knowledge and deeper understanding of the major core content areas of psychology at a depth that clearly exceeds the undergraduate level.
2. Be able to demonstrate technical sophistication related to their self-selected area of scholarly specialty by using laboratory apparatus, software applications, survey instruments, etc.
3. Be able to design, produce, analyze, and report original research that contributes to their self-selected area of scholarly specialty.
4. Be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as an academic and professional discipline. In particular, they should be able to critically reflect on these values in light of their knowledge of and commitment to the restored gospel of Jesus Christ and to sustain personal values that are true to the gospel while maintaining their scholarly study of psychology.

# Required Text

Schacter, D., Gilbert, D., Wegner, D., and Nock, M. (2014) *Psychology*, 3rd Ed. New York: Worth.

**Additional Resource:** *LaunchPad*, which should have been bundled with your text.

**Note:** You can purchase one of two versions:

- Version 1: electronic version + loose leaf text
- Version 2: electronic version only

## General Course Design

There are three basic instructional activities: (a) course lectures, (b) assigned readings, and (c) supplemental activities associated with LaunchPad. The lectures and readings are designed to convey the conceptual and logical foundations associated with developing an understanding of psychology.

The purpose of the LaunchPad is to (1) provide students with various simulations and demonstrations, (2) a way to guide you in your studying, and (3) it can provide you personalized reviews for material that you find particularly difficult. LaunchPad also has a research and writing component where you can learn how to locate and download various research articles as well as assistance in writing for the social sciences. LaunchPad also contains a copy of the book in its entirety such that you can read the text from any computer with an internet connection.

## Student Evaluation

### Major Course Examinations

There will be FOUR major course examinations. The first exam will occur about four weeks into the term, the second exam will occur about the eighth or ninth week of the term, and the third exam will occur at about the eleventh week. The last exam, the final exam, will be given during finals week and is comprehensive. The first three major exams are not comprehensive; however, they do build upon those concepts previously covered. **Because this is an online course, these dates/timelines are suggestions.**

### Learning Curve: Found on LaunchPad

After reading and *studying each chapter* you are required to complete the on-line Learning Curve. Each activity will require you to answer a series of questions (correctly) until your status bar is complete. Each time you get an answer right it gives you another item that is slightly more difficult than the one before, if you get the item wrong it gives you an easier item. Harder items give you more on the status bar – easier items give you less. If you are stumped it can show you a hint, give you the answer, etc. LaunchPad has FAQ for you in terms of the details.

**Note:** You *can* stop in the middle and come back to an activity if you get tired or bored in the middle of it and it will pick up where you left off.

### **A note about the Learning Curve**

These are for you in terms of studying for the exams. Some of the items are darn hard! You can have your book open when you do these. The wise student would take the Learning Curve activities/quizzes (those relevant for that exam) before you take the exam. In the past some students decide to take all Learning Curve activities – for all chapters at the end of the semester – this is crazy. Complete the Learning Curve activities as you complete each chapter and have had a chance to study the material. **ALL LEARNING CURVE ACTIVITIES MUST BE COMPLETED BY DECEMBER 11TH AT 10 PM!**

### **Scoring for Learning Curve**

These are scored as a pass/fail –sort of. Once you complete a Learning Curve activity you get 1 point - stop or end anytime beforehand it is recorded as a 0. At the end of the term I will average your Learning Curve activities – which for everyone should be a 100% (75 points) - then I take that 100% - times the points allocated toward Learning Curve which is 75 – thus  $28/28$  (there are 28 Learning Curves – 2 per chapter) =  $100\% \times 75 = 75$  points. Say you completed only 26 of the 28 Learning Curve Activities your average percentage would be  $26/28 = 93\%$  - so you would have  $.93 \times 75 = 70$  points. STILL if you **complete** them all you will have 100% or the full 75 points.

### **A Paper—Ugh!**

You may ask, or others may ask you, what can you do with a BS in psychology? Good question. Here's one answer. If you can write well—you can find a job. Prospective employers are always looking for people with solid writing skills. So, like many things in life, practice makes perfect—or at least improves whatever you are working at. So you will write a 2–3

page paper. You will read the article (Wegner, D. M. (2009). [How to Think, Say, or Do Precisely the Worst Thing for Any Occasion](#) ([../Media/PDF/WegnerWorstThings.pdf](#)). *Science*, 325, 48-50) and write a reaction paper based on this article. One thing I will want you to do toward the end of the paper—about the last fourth of the paper—is to connect a Gospel or LDS perspective into the paper.

**Papers that are turned in late will be docked 5 points per day they are late.**

**Note:** The details of the assignment after unit 4, before your second Checkpoint. Read it now if you'd like a preview of the assignment.

You will turn this paper in twice.

- Turn the first draft in before Checkpoint 2. It will be scored out of 40 points. Incorporate my suggestions into your final draft.
- Turn in the final draft *with the rough draft* after you complete lesson 16. It will be scored out of 60 points.

## Grade Assignment

Grades will be based on each student's cumulative score on the quizzes, papers, and major examinations. Grade assignments will be based on the following basis:

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Comprehensive Final Exam	100 points
Wegner Paper: Draft	40 points
Wegner Paper: Final Version	60 points
Learning Curve Activities	75 points
Total Points	575 points

Because the 75 points for the Learning Curve are really pretty straightforward there are no opportunities for Extra Credit. It is assumed/hoped that everyone—yes everyone—will get the full 75 points

on the Learning Curve.

GRADES	%
A	93%
A–	90%
B+	87%
B	83%
B–	80%
C+	77%
C	73%
C–	70%
D+	67%
D	63%
D–	60%

## Plagiarism

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 plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest. (For details, see the complete version of the [Academic Honesty Policy \(http://saas.byu.edu/catalog/2011-2012ucat/GeneralInfo/AcademicHonesty.php\)](http://saas.byu.edu/catalog/2011-2012ucat/GeneralInfo/AcademicHonesty.php).)

## Course Outline: Suggested Timeline

Date	Topic	Reading
Week 1 (9/1 & 9/3)	Introduction to course and course objectives	Ch. 1
Week 2 (9/8 & 9/10)	The science of observation – psychological methods	Ch. 2

Week 3 (9/15 & 9/17)	Neuroscience	Ch. 3
Week 4 (9/22 & 9/24)	Sensation and Perception	Ch. 4
Week 5 (9/29 & 10/1)	Consciousness and sleep	Ch. 5
<b>First Draft of Paper is Due Thursday 10/1</b>		
Week 6 (10/6 & 10/8)	Memory	Ch. 6
Week 7 (10/13 & 10/15)	Learning	Ch. 7
Week 8 (10/20 & 10/22)	Language and Decision Making	Ch. 9
<b>First Draft of Papers will be returned on Thursday 10/22</b>		
<b>Complete Exams 1 &amp; 2 by Wednesday 10/28</b>		
Week 9 (10/27 & 10/29)	Intelligence	Ch. 10
Week 10 (11/3 & 11/5)	Development	Ch. 11
Week 12 (11/10 & 11/12)	Personality	Ch. 12
<b>Final Draft of Paper is Due Thursday 11/12</b>		
Week 13 (11/17 & 11/19)	Social psychology	Ch. 13
Week 14 (12/1 & 12/3)	Psychological disorders	Ch. 15
Week 15 (12/8 & 12/10)	Psychological treatment	Ch. 16
<b>Final Draft of Papers will be returned by Tuesday 12/8</b>		
<b>Learning Curve Assignments Due 12/11 at 10:00 PM</b>		
<b>Complete Exams 3 and 4 by 12/18</b>		

**Plagiarism**



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 plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest (a complete version of the Academic Honesty Policy available at [honorcode.byu.edu](http://honorcode.byu.edu)).

### **Academic Honesty**

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See <http://www.byu.edu/honorcode> (<http://www.byu.edu/honorcode>) for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Opportunity Office at 801-422-5895 or 801-422-5689 (24-hours); or contact the Honor Code Office at 801-422-2847.

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center located in 2170 WSC (801-422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. 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. You should contact the Equal Opportunity Office at 301-422-5895, D-282 ASB.

### **Student Learning Outcomes**

Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in this department and college go to <http://learningoutcomes.byu.edu> (<http://learningoutcomes.byu.edu>) and click on the College of Family, Home and Social Sciences and then this department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to [FHSS@byu.edu](mailto:FHSS@byu.edu) (<mailto:FHSS@byu.edu>)>.

### **Honor Code Standards**

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 my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### **Preventing Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal

Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>; or contact the Honor Code Office at 801-422-2847.

### **Students with Disabilities**

If you have a disability that may affect your performance in this course, you should get in touch with the University Accessibility Center (2170 WSC) 801-422-2767. This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.