

## **Welcome to the Course**

Welcome to PSYCH 111: General Psychology. In this course, you will cover a wide range of ideas about psychology—neuroscience, sensation, perception, memory, learning, emotion, personality, and much more. In addition to helping you increase your understanding about the human mind, this course will also help you increase your ability to serve others as a disciple of Jesus Christ.

If you have never taken a psychology course before, you are in for new and exciting learning experience. This course uses some of the most advanced educational technologies ever created. These technologies will help you learn in an effective and efficient way, often allowing you to learn more than you would in a face-to-face class and in less time. Although some of the learning activities will require you to work on your own, you will also be engaged in discussions with other students and your instructor. Through your group interactions, you will have many opportunities to teach one another by sharing ideas and solving problems together.

This course has been designed to help you slowly build up a knowledge base of ideas and skills. Not all of these ideas and skills will come easily. It takes a lot of work and practice before some things will even start to make sense, so you should not be surprised to find that it may take you a little time to comprehend these ideas. Just be patient, and as you approach the end of the course, the ideas will start to come together, and you will see how much progress you have really made. You will understand what this course is all about, and you will be glad you persisted in your efforts to learn.

As you thoughtfully prepare, teach one another, and ponder/prove what you have learned, and as you humbly seek the guidance of the Holy Spirit, the Lord will bless you with a greater knowledge of His mercy and love, and you will receive an increased testimony of the Gospel of Jesus Christ.

## **Course Description**

This is an introductory course in Psychology which surveys the various fields of psychology and application of selected psychological principles to life situations.

## **Course Learning Outcomes**

In this course, we will:

1. Name several other aspects of psychology besides counseling.
2. Describe laws governing human behavior from several different perspectives.
3. Be able to discuss psychological principles from a gospel perspective.
4. Describe the different fields that make up the discipline of psychology.

## **How the Outcomes Will Be Assessed**

While you may not be tested on everything you learn in this course, the instructor will be assessing your mastery of all of these learning outcomes. The general types of assessments used to measure these outcomes may include selected response tests, such as multiple-choice, true-false, matching, and fill-in-the-blank questions. You may also be asked to complete essays or other writing assignments. At times, the instructor may assess your performance of a skill. Or the instructor may assess products you create using particular skills. In addition, the instructor may engage in personal communication with you to determine how well you understand the course content.

This course has been designed to ensure that the assessment methods used are appropriate ways to measure the learning outcomes. You won't be taught one thing and tested on something else. Also, every effort has been made to use fair criteria in grading and administering the assessments. If you ever think an assessment will not or has not given you a fair chance to show your mastery of the course outcomes, talk with your instructor. He or she will be happy to talk with you and negotiate an alternative assessment that is fair to you, as well as to all the other members of the class.

## **How This Course Will Help You Academically**

In the 2009 and 2010 BYU-Idaho catalogs, PSYCH 111 is listed as a required course for a wide range of clusters, minors, and majors. It is also listed as a prerequisite course for many other upper-level courses. Consequently, you should check your major, minor, or cluster requirements to see how this course fits into your specific academic plans.

## **How This Course Will Help You Personally**

Beyond providing credit toward a degree, what you learn in this course may help you in your professional work and personal life. There are many useful connections between the world of work and the course content and learning activities. Even outside of work, just knowing some basic information about the topics covered in this class will make you a more interesting and well-rounded person. Such knowledge will greatly enrich the experiences you have in your interactions with other people for the rest of your life.

Most importantly, this course has the potential to affect you spiritually. It is hoped that by thoughtfully considering the spiritual truths that may be found in the course, you may then use your knowledge to bless the lives of others and to help build the kingdom of God.

## **General Organization of the Course**

This course consists of a course introduction, 12 main lessons, and a course conclusion. They are presented in a topical ordering in which concepts learned in the earlier lessons are revisited and reinforced in later lessons. If the general order of the lessons doesn't make sense at first, don't worry. It will all come together in the end, and you'll see the reasoning behind why the lessons have been presented in this particular order.

## **The Weekly Schedule**

This course is organized into 14 weekly periods. In the first week, you will complete the Course Introduction, which will help orient you to the course and give you time to practice using the I-Learn tools. During the next 12 weeks, you will study one lesson per week. In the final week of the course, you will be asked to complete a Course Conclusion in which you will complete a few brief activities that will help you pass on some of your knowledge to future students, as well as identify ways in which the course may be improved. For a complete listing of the lessons you will study in each week of the course, refer to the course syllabus.

Your main goal as a student will be to complete all of the learning activities within each lesson by their due dates every week. These activities follow a consistent weekly schedule, and it will be up to you to make sure that you keep on pace with all your assignments. These weekly activities include the following:

- Reading assigned texts or viewing presentations
- Taking quizzes
- Participating in a group discussions and threaded discussion with other class members
- Writing papers and developing presentations
- Participating in online class meetings with the instructor
- Completing lesson reviews and progress checks

In most instances, the due dates for these activities will fall on the same day of the week and the same time of the day. This will make it easier for you to plan out your weekly study schedule. However, there may be a need to make adjustments to the schedule from time to time. You may review the course syllabus for a specific listing of activity due dates for each week of the course. If there are changes to the syllabus, the instructor will announce the changes to the entire class.

And now for a word of warning. If you start to fall behind, this course has built-in automatic "early warning signals" that will alert your instructor to possible problems. If your instructor contacts you to check on your progress, it is most likely because you've fallen behind in your assignments and triggered an "early warning signal." If this happens, please work with your instructor to create a study schedule that will catch you up and keep you on pace throughout the semester. This is a

rigorous course with lots of subject matter to cover, and it can be extremely difficult to recover if you fall too far behind in your work. So, please make every effort to study on a regular basis and get your work turned in on time.

### **The Depth and Breadth of the Subject Matter**

As you might imagine, there are many things we could study in a course that spans the breadth of the field of psychology. In this course, we will try to strike a balance between depth and breadth. We will explore many different ideas and theories, which will give the course breadth. But we will try to focus our exploration on one or two topics for specific assignments, thus giving the course some depth.

By the end of the course, you will be acutely aware of how much more there is to learn. There is only so much that you can learn studying 9 hours a week. However, it is hoped that this class will increase your desire to learn those things we were unable to cover, and that you will see this course as the beginning, not the end, of your study of psychology.

### **The Basic Structure of the Lessons**

The lessons in this course have a similar structure and contain similar basic elements. They all begin with a general introduction and a list of learning outcomes. They all contain a list of learning activities. Each of these learning activities has a particular purpose, and each help support the general goals of the BYU-Idaho Learning Model. Some lesson activities prepare you for other learning activities. Some give you opportunities to teach one another. And some give you an opportunity to ponder and prove what you have learned.

The Lesson Introduction and the Learning Outcomes are presented first to help you prepare to learn. The introduction may provide instructions for how to proceed through the lesson, and it may also give you information about the overall context of the lesson. The list of Learning Outcomes should give you a good idea as to the knowledge, skills, and attitudes you will acquire by the end of the lesson. You should always take time to read through these objectives, as they often contain the things that you will be tested on as part of the course.

The Learning Activities contain a mixture of preparation activities, teach-one-another activities, and ponder and prove activities. You will need to complete these activities in the order in which they are listed. Many times, one activity at the beginning of the list will prepare you to succeed in activities listed at the end. Consequently, you should avoid skipping ahead to do an activity that looks especially interesting to you. If you do so, you may spend a lot of time struggling to understand a concept you would have acquired in a previous lesson activity. That means you will risk spending more time than necessary to complete the learning activities. So, to learn as much as you can from each learning activity, make sure you do them all in order.

There are two especially important learning activities that you will complete at the end of every lesson. The Lesson Review contains a list of learning activities you should have completed. It is important for you to double-check to make sure that you have done all of the learning activities. You don't want to miss getting credit for an assignment simply because you forgot to complete the review. Also, you will need to complete a Progress Check for each lesson. This is a kind of quiz that helps the instructor understand how well students are doing in the class. This allows the instructor to make quick changes to the course that maybe necessary in order for students to succeed. It also gives you the opportunity to reflect on your own performance during the week and consider ways you might improve.

There are several benefits of this consistent lesson structure. First, it helps you establish a regular schedule for studying and participating in class activities. Second, it helps you learn more in less time. By the third or fourth lesson, you will find that it takes you less time to navigate through the course and complete certain activities. This is simply because you will have begun to understand what you need to do to succeed. Third, it gives you an opportunity to develop discipleship and leadership by teaching other students on a regular basis through small group discussions, online threaded discussions, and online class meetings. Finally, the lesson structure makes it easier for you to give feedback to the instructor so that future lessons may be improved. This is an important part of the "teach one another" concept in the BYU-Idaho learning model. By giving feedback on what does and does not work for you in each lesson, you help other BYU-Idaho students get more out of the class. So, as you go through each lesson, feel free to make notes about the things that worked well for you, as well as the things that could be improved, and include your ideas in the Progress Check. Your efforts to provide feedback to the instructor will not only help improve the course, but by taking the time to think about these things, you will become a better teacher yourself.

### **A Note of Encouragement About I-Learn**

If this is your first time using I-Learn, you may feel a little anxious during the first few lessons because you don't immediately know how to use I-Learn to get the work done.

Don't worry. You're not alone.

Everybody experiences anxiety the first time they use an online course management tool. The good news is that while I-Learn may seem difficult at first, it gets easier and easier as you continue to use it. By the fourth or fifth lesson, you should have it all figured out. But if you don't want to wait that long to feel comfortable using I-Learn, here are some tips you can follow to help you become familiar with the program.

**Tip #1: Complete all of the learning activities in the course introduction.**

This course introduction includes activities that will give you experience with I-Learn tools that you will use throughout the rest of the course. These activities will also show you how to access various support resources, such as the BYU-Idaho Help Desk to get help with any problems you have with I-Learn. If you become familiar with those resources now, you will be able to use them more effectively when future problems arise.

**Tip #2: Explore as much of the course as you can during the first week.**

If you see a link and you don't know what will happen if you use it, be brave and click on it! See where it takes you. And if you get lost...good! Sometimes getting a little lost now will help you find your way later on. In fact, you should try to see just how lost you can get, because if you get lost during the first week, you're much less likely to get lost during the second. And if you can't find your way back to where you started, don't panic. You can always start over. Just open a new browser window, log back into the course again, and start from the beginning.

**Tip #3: During the first few lessons, don't wait to do your work until the last minute.**

Give yourself the time you need to figure out how to get the work done. If you wait until you only have an hour left to get three hours of work done, any problem you have with using I-Learn will seem much bigger than it actually is. However, if you give yourself plenty of time to do the work, the little glitches and quirks of I-Learn won't seem to be all that bothersome.

If you complete the course introduction, explore the course links, and schedule plenty of time to do the work in Lessons 01 and 02, you will give yourself the best chance to have a positive start to the course and reduce the amount of frustration you have with I-Learn. And the anxiety you might feel today about I-Learn will soon disappear as you gain knowledge and experience in how to get the work done.

**Conclusion**

As with all the classes you take at BYU-Idaho, in the end it is up to you to decide what you want to get out of this class. If you choose to approach the things you study in class with an open mind, if you prepare diligently and work hard to complete all the learning activities, and if you humbly seek the Lord's help to understand the intellectual and spiritual truths discussed in this course, you will have an outstanding educational experience that will be a blessing to you throughout your life in many ways.