

Psychology 111 – Psychological Science
Course Syllabus

“A wonderful fact to reflect upon, that every human creature is constituted to be that profound secret and mystery to each other”

- Charles Dickens (A Tale of Two Cities)

Course: Psychology 111-002
Title: Psychological Science
Semester: Spring 2017
Room: MARB 131
Times: Tues/Thur 4pm – 6:30pm

Instructor: Nick Russell
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Phone: -
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Hours: By Appointment

Required Reading

Cacioppo, J.T., & Fredberg, L.A. (2016). *Discovering Psychology: The Science of Mind (2nd ed.)*
Stamford, CT: Cengage Learning.

Optional Reading

Anything else (as long as it is related)! As this is designed as an introduction course, all of the topics will be covered briefly to ensure that the maximum number of topics are covered. Therefore, it is recommended that you supplement your learning—particularly for topics that are new to you or interest you more than others—with journal articles or other more specialized textbooks. This will greatly help advance your understanding and the application of these principles. The amount of extra reading will be kept to a minimum to reflect this. If you would like some advice on the types of resource to look for or where to find them, feel free to contact me.

Course Outline

The field of psychology consists of a voluminous body of literature covering diverse topics, innumerable research articles, and many influences and applications in our everyday lives. However, we do not need to consume all of it to appreciate its benefits, understand current theories, and apply underlying principles in our own lives. Given the vast number of potential topics and the limited time available, this course will focus on providing an overview of broad range of topics (i.e. focusing on breadth as opposed to depth) with the aim of acquiring a working knowledge of these fundamental areas. Topics will range from brain function and psychological disorders to motivation and social behavior.

Much of what we know and continue to learn about human behavior is driven by research. Psychology is a scientific discipline and, as such, its research is controlled and scrutinized. Given the large role research plays in advancing psychology, this course will also cover research methodology (processes and principles of research) and its application in research, clinical, and other settings. Each of the broad areas covered in this course are available as higher-level courses offered through the department. This course, along with your own personal study, is designed to inform your decision as to whether to take any of these higher-level courses.

Course Objectives/Learning Outcomes

1) Knowledge of Theoretical Perspectives

Objective: Demonstrate a knowledge of the terminology used in different topic areas and exhibit an understanding of theoretical perspectives that form the foundation of the advancement of psychology.

Measurement: Chapter quizzes relating to each broad topic area and a final examination.

2) Research Methods and Applications

Outcome: To understand and identify the role and basic methods of research in psychology and be able to critically appraise its interpretation by non-specialized sources.

Measurement: Chapter quizzes relating to each broad topic area, critical appraisal/evaluation of psychology reported in the media (“Research in the Public Eye” essay), and research participation.

3) Applying Psychological Principles

Outcome: To be able to apply psychological principles to difficulties that may arise relating to personal problems, social issues, and environmental factors.

Measurement: An essay reflecting how one area of psychology has influenced our world today (“Everyday Psychology” essay) and the final examination.

Assignments

Chapter Quizzes (5 points each):

Each chapter of the required textbook covered in class will have a short quiz on the main terminology and principles covered in that chapter. These quizzes are designed to allow you to gauge your progress and understanding as you go. They will be available on Learning Suite from 4pm the day before class and close at 3:59pm on the day of class. The content will reflect the reading for the class on the day the quiz closes. Please see me if you have any concerns with any of the chapters or subject matter.

“Research in the Public Eye” Essay:

Research is such a large part of psychology and occurs with an incredible frequency. Often, when research findings are of particular note, researchers and the media seek to disseminate these findings to the general public. Unfortunately, when research is presented in the media, its aims and methods are often misinterpreted and its findings overstated. The task for this essay is to find a media report (this can be in a newspaper, on a news report, on a website etc. – the term “media” is used loosely) that presents findings from research into some aspect of psychology and to evaluate the report. You will need to address 1) the accuracy of the reported psychological principles [the background], 2) their understanding and explanation of the research methodology employed [reporting what the researchers did], and 3) the accuracy of the reported finding/outcomes [does what they said was found actually match the findings and interpretation of the study?]. It is important that you are able to also access the original research that the report is explaining in order to assess the accuracy of the report’s interpretation.

“Everyday Psychology” Essay:

A large component of this course is understanding how psychology fits in with our everyday world and how it has contributed to our daily experience. In this essay, you will choose one topic that we have covered (or will cover) that particularly interests you. The content of the essay will reflect how this topic influences the world we live in and how we interact with it. You could include, for example, how our knowledge of this topic has influenced our understanding and the things we believe, or, how we are able help improve the quality of life of others (please try to include examples outside a clinical application). You could also include how our knowledge has developed in this area and how this has benefited society. This essay will demonstrate your ability to integrate psychological applications in the context of our everyday world.

Final Examination:

The final examination will cover all of the topics in the course. It will consist of a multiple-choice section, a series of short answer questions, and a longer essay. You will have the entire class period in which to complete it. A study guide and further information will be given prior to the exam date. The final examination will be on Thursday, 22nd June 2017, at 5pm.

Research Participation:

Since research is constantly being conducted, there is a never-ending need for research participants to help ensure research can be completed. In addition to helping further the cause of psychological science, one of the best ways to learn about research practices and principles is to experience participating in research yourself. Each student will be required to complete 60 minutes of research participation through BYU's SONA System. To sign up for studies follow this link: <https://byu.sona-systems.com/default.aspx?returnurl=%2f>

Extra Credit:

Watch this space!

Grading

Grades will be allocated on a cumulative basis, using the results of the individual assignments to produce a final percentage and grade (see below for grading bands). Rounding will be done by Learning Suite.

Grade	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

The grade allocation for each assignment is as follows:

Chapter Quizzes	=	10% total (lowest scores may be dropped)	50 pts
“Research in the Public Eye” Essay	=	20%	100 pts
“Everyday Psychology” Essay	=	20%	100 pts
Research Participation	=	10%	50 pts
Final Examination	=	40%	200 pts
Total Score	=	100%	500 pts

Assignments that are completed late will be docked 10% for each day that they are late. If you anticipate a problem ahead of time, please come see me well in advance. Only extreme circumstances (as deemed by myself) will warrant an exception to this policy.

Class Schedule

May 2nd – *Introduction and Overview / The Science of Mind*

Reading: Chapter 1

May 4th – *Research Methodology – Principles and Applications*

Reading: Chapter 2

Due: Quiz 1

May 9th – *Biological Foundations of Behavior*

Reading: Skim Chapter 3, all of Chapter 4

Due: Quiz 2

May 11th – *Sensation and Perception*

Reading: Chapter 5

Due: Quiz 3

May 16th – *Consciousness*

Reading: Chapter 6

Due: Quiz 4

May 18th – *Motivation and Emotion*

Reading: Chapter 7

Due: Quiz 5; “Research in the Public Eye” Essay

May 23rd – *Learning*

Reading: Chapter 8

Due: Quiz 6

May 25th – *Memory*

Reading: Chapter 9

Due: Quiz 7

May 30th – *Thinking, Language, and Intelligence*

Reading: Chapter 10

Due: Quiz 8

June 1st – *Human Life Span Development*

Reading: Chapter 11

Due: Quiz 9

June 6th – *Personality*

Reading: Chapter 12

Due: Quiz 10; “Everyday Psychology” Essay

June 8th – *Social Psychology*

Reading: Chapter 13

Due: Quiz 11;

June 13th – *Abnormal Psychology and its treatment*

Reading: Chapters 14, 15, & 16

Due: Quiz 12

June 15th – *Study/Review Session*

Class Expectations and Courtesy

There are a lot of topics to cover in class and a lot of information surrounding each topic. The use of distracting equipment, such as mobile phones, is not permitted. Laptops may be used to take notes on, if required, but will be no longer be permitted if they are misused. Some of the information will be covered in discussion format to help expedite understanding. All are encouraged to contribute and comments or actions that belittle or undermine the contributions of others will not be tolerated. We are all here to learn and that will best be accomplished if we are all open and inclusive.

University Policies:

Preventing Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX 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 any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at titleix.byu.edu.

BYU 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 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.

Students with Disabilities

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 Services for Students with Disabilities Office (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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the BYU 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

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

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