INTRODUCTORY PSYCHOLOGY
PSY 101 (SECTION 01)
SPRING-SUMMER SEMESTER, 2016
PROFESSOR ROBERT W. HENDERSEN

SYLLABUS

COURSE SUMMARY

This course is a broad, introductory survey of psychological science. The course introduces students to discoveries that contribute to understanding of neural, cognitive, emotional, and behavioral functioning. The course explores psychological science from a variety of different viewpoints, focusing at different points on biological, perceptual, behavioral, cognitive, developmental, social, clinical, cross-cultural, historical, and ethical perspectives. The course will introduce students not only to the accumulated knowledge that constitutes the field of psychology but also to recent developments in controversial areas where the dust has not yet settled. Psychological science is a richly interdisciplinary enterprise, and the course will explore relationships among different levels of conceptual analysis. Philosophical foundations of scientific inquiry in psychology will be discussed, along with strategies for conducting meaningful, ethical experiments. Thoughtful analysis, querying skepticism, creative problem-solving, ethical reasoning, and critical thinking will be encouraged.

INSTRUCTOR

Professor Robert W. Hendersen
Office: 2224 Au Sable Hall  email: hendersr@gvsu.edu
Telephone: 616.331.2195  Fax: 616.331.2480

Office Hours: 12:00-1:00 p.m. on Mondays, Tuesdays, and Wednesdays. Other days and times by appointment. During office hours, students who have made appointments have priority, but walk-ins are also welcome. To make an appointment, phone Professor Hendersen's office.
STUDYING FOR UNDERSTANDING

This course covers a wide range of concepts from across the spectrum of psychological science. The range and quantity of material can seem daunting. It is therefore important that students understand the importance of studying for understanding, rather than merely memorizing. For example, the textbook for this course has more than 500 pages—no one could memorize all that, and even if a student were to achieve this formidable (and boring!) task, parroting the textbook would not ensure successful performance on the examinations.

Instead, approach this course by asking why the concepts you encounter are important and how and where they can be applied. If the instructor describes something in class, or if you read the definition in the textbook, do not merely memorize the definition. Instead, ask yourself if you really understand the concept. Can you describe it in your own words? Can you illustrate it with your own examples, different from those offered by the instructor or by the textbook? Can you explain it to someone who is not taking this class? Can you identify how it relates to other things you know?

Students in this class are expected to learn how to evaluate which ideas and concepts are important, and why. You will have a lot of support and assistance in this task. Class sessions are designed to help students develop the kind of judgment and critical thinking essential to sorting good ideas from bad ones, important concepts from trivial ones, strong arguments from weak ones. If you do not understand why you are being asked to learn something, ask the instructor to explain why the ideas matter.

An Outline of Concepts is posted on the course website. A good way to study is to review this outline and make sure you can explain each concept, in your own words and with your own examples. You should not only be able to explain the concept itself, but you should also be able to explain why it is important, in what contexts it can be applied, and how it relates to other important concepts. This kind of understanding cannot be achieved through rote memorization.

SELF ASSESSMENT

Among the concepts covered in class will be how testing facilitates learning, but you can take advantage of the “testing effect” in studying before you have learned about it. Rather than repeatedly reviewing the course material, it is more effective to test yourself on it, even if you do not yet fully understand it. Read the textbook, pay attention thoughtfully in class, and write notes that follow the outline of concepts. Do not test yourself immediately after encountering concepts, making notes on them, or reviewing the material, but rather wait a couple of days. Then go through each concept on the list and self-assess whether you understand the concept by explaining the concept in your own words. If you find you are unable to explain the concept, then drill down by consulting the textbook, your notes, or the instructor to clarify anything that you do not understand. Then, a few days later, self-assess your understanding by re-testing yourself again on the same concepts. This strategy is an effective way to study course material.

It is more effective to self-assess your understanding by repeatedly testing yourself than it is to repeatedly review the material. Repeatedly reviewing the material can delude you into believing that you understand the concepts even when you do not. Self-assessing understanding immediately
after reviewing the material can also mislead students, because they will remember more when it is fresh because they have just reviewed the material. Hence, delaying testing oneself a few days is a better strategy.

**TIME COMMITMENT**

Attending class fulfills only part of your responsibility in this class. Outside class, you are expected to do all the reading assignments and enrichment activities, and, importantly, you are also expected to spend substantial amounts of time testing yourself on concepts covered in class, striving to understand psychological science.

Succeeding in this course requires a significant time commitment. At Grand Valley State University, a good rule-of-thumb for estimating the time commitment required by a Psychology class is 2 to 3 hours outside class for every hour in class. In the compressed schedule of the six week Spring-Summer session, this means you should be studying at least 12 hours outside class each week. *If you are not prepared to make this time commitment, do not take this course.*

**TEXTBOOK**


The textbook complements and supplements the material presented in lectures, demonstrations, case studies, and class discussions. Everything on which you will be examined will be touched upon at least briefly in class, but the textbook remains a critical component of your learning experience. You should use the textbook in three ways:

First, *use the textbook to preview* the material. Complete the reading assignments before you attend lectures and class discussions. This previewing serves several purposes. Most importantly, it familiarizes you with the material, so you will not have to strain to follow the discussions in class. If you think the lectures go too fast, if the vocabulary challenges you, or if you are unable to follow or contribute to class discussions, be sure to read the textbook assignment before class. You may be surprised to discover how much easier it is to follow material whose gist you have already encountered. Reading the textbook should also prod you to think about questions to pose in class, and it should prepare you to be an informed contributor to class discussions.

Second, *use the textbook to experience a different perspective* on some of the same topics discussed in class. The authors of the textbook have different viewpoints from those of the course instructor. Seeing how different people approach the same topic will help you understand the topic better yourself, because it will help you develop your own perspective. Ask yourself why the text emphasizes some concepts while your instructor emphasizes others. Think carefully and critically about which ideas you see as most central and important. Read the textbook so you will understand the background material that will make it easier for you to grasp the psychological theories and empirical findings discussed in class. Some of the essential background material provided in the
textbook will not be covered in class, but class presentations will assume you are familiar with this material.

Third, use the textbook as a reference volume. As you review, rewrite, and expand your class notes, you will encounter some topics where your notes are insufficiently complete, conceptually confusing, or poorly organized. That is when you should consult your textbook, to look up the topic where you need further information or clarification. Use the index to locate particular topics you want to review, using the textbook as though it were an “encyclopedia of psychology.” As you review and revise class notes, you should consult the textbook regularly.

**COURSE WEBSITE**

The BlackBoard site for this course provides access to course information, including this Syllabus and the *Outline of Concepts* that serves as a study guide. After examinations, grades will be posted on the website. You can access the BlackBoard system from GVSU’s home page.

**ACADEMIC INTEGRITY**

Students are expected to adhere strictly to the university’s policies on Academic Honesty, as described in the *GVSU Catalog* and in the *Student Code*. See also the comments about plagiarism in the section on Enrichment Activity papers, below.

In particular, while students in this class are strongly encouraged to study together and to help one another understand the course material, all assignments and examinations must be solely the work of the individual student, without contributions from others. Moreover, the instructor expects students not only to adhere to high standards of academic honesty, but also scrupulously to avoid any appearance of dishonesty. Any violations of academic integrity, even on a small assignment, can result in a failing grade in the course.

**GENERAL EDUCATION**

Introductory Psychology is part of the Social Sciences General Education Foundation Category. It will introduce to some of the "ways of knowing" common in the Social Sciences and provide you an understanding of how knowledge in the social science and behavioral sciences is created, evaluated, and applied. You will be introduced to some major theories, concepts, methods, and findings. You will learn to develop a critical stance, and you will be provided some of the intellectual tools necessary to evaluate ideas within the field of psychology.

The course will help you develop skills for articulate expression, including teaching you some of the technical vocabulary of the field. You will also learn how to locate, evaluate, and use information effectively.

Problem-solving is one of the topics covered in the course, and you will have opportunities to apply what you learn to develop your own problem-solving skills in domains relevant to students,
such as improving the effectiveness of studying. A constant theme will be the development of critical and creative thinking skills, including ethical reasoning, within the domain of psychological science.

**CLASS PARTICIPATION**

Regular attendance and active participation are essential for success in this course. It is wise to get to know other students in the class, to share notes, and to study together. If you must miss a class because of illness, get other students to fill you in on what you missed, then consult with the instructor to clarify anything you do not understand.

Students are expected to engage the course material actively, and each student should monitor her or his own understanding of the course material. If there is course material that you do not understand, it is your responsibility to seek help. There will be plenty of opportunity to pose questions, and the instructor does not mind if questions are vague and loosely formulated, so do not hesitate to ask for clarification when any course material is unclear or puzzling to you. If there is something you do not understand, ask the instructor to explain it another way. If your questions are not answered in class in a way that clarifies your understanding, make an appointment with the instructor. Do not wait until the end-of-semester rush to identify topics that are unclear to you. The earlier you seek help, the more readily your difficulties can be resolved.

**PACE YOURSELF**

This course moves at a relentless pace, so it is imperative that you keep up. Material covered later in the semester builds on concepts introduced earlier, so if you get behind, you will be at a serious disadvantage, struggling to make sense of the new material. Pace yourself accordingly. Concentrating your studying in the day or two immediately preceding an examination (cramming) is not an effective strategy. Rather, you should study the material at a steady pace, devoting at least 12 hours each week to studying outside of class. If you do fall behind, seek assistance from the instructor immediately, because the further you fall behind, the more difficult it is to understand what is being discussed in class and the more difficult it is to catch up.

**STUDY STRATEGICALLY**

To succeed in this course, you need to plan your studying strategy. Several strategies will work, but the instructor recommends the following:

1. In class, take minimal notes. Notes in class should simply be a checklist of the important concepts, and most of these are listed in the outlines posted on the course website. When you spend a lot of time in class writing detailed notes, this interferes with your concentrating on understanding the course material. Instead of frenetically transcribing what is covered in class, think about the concepts that are introduced, make sure you understand them, and ask questions about anything that is unclear.
2. Later the same day, write detailed notes about the course material. Don’t do this immediately after class—instead, have lunch, visit the gym, go for a walk, or otherwise clear the cobwebs from your head before you start writing. Consult your checklist of important concepts, so you do not leave out anything. Describe each concept in your own words, making sure you understand it well enough to explain it to someone else. Consult the textbook for clarification of concepts you do not understand, and when the textbook lacks an account of the concept or is unclear to you, consult the instructor. What you write should be neither a transcript of what was said in class nor of what is written in the textbook. Rather, your notes should describe the concepts from your own perspective, using, insofar as possible, examples drawn from your own experience. Organize the material in a way that makes sense to you, personally, rather than simply borrowing the organization of the instructor or of the textbook.

3. Several days later, take your checklist of important concepts and try to explain each of these to someone else, in your own words. It is important you explain the concepts “out loud” rather than just thinking about them. This is a way of assessing whether you truly understand the concept. If you do not have a friend willing to endure listening to your explanations, put a pillow in a chair, punch a face in the pillow, and talk out loud to the pillow. While you may feel foolish doing this, it is a good way to assess your understanding. You may think you understand a concept, but when you try to explain it aloud in your own words, you may find yourself tripping on your tongue. When that happens, you need to “drill down” to figure out how to understand the concept better. Start with your own, detailed notes, because those should contain clear explanations. If your own notes do not resolve your need for clarification, look up the concept in the index of the textbook and see if that helps. If you need more help, consult the instructor. Through whatever means best suit you, resolve the problem so you can explain the concept in your own words, and, when possible, with your own examples.

4. Once you have passed the self-test of being able to explain the concepts out loud, then retest yourself regularly (every few days). Go through the checklist of concepts and retest yourself to see if can still explain each of them, recognize new instances, and apply them to new situations. Once you have gone through the list, go back and start at the beginning again, testing yourself repeatedly. Do not simply review the concepts, but make sure you are testing yourself on your understanding of them. Whenever you find you do not understand a concept, go back to your own notes, then, if necessary, to the textbook and the instructor, for clarification.

5. If you have studied systematically, as described above, you should not have to cram the night before an exam. Instead, look over the concepts one last time to make sure you understand them all, and think about how you would apply them to your own experience. This will prime you to think about psychology in a way that will help you perform well on the examinations.

EXAMINATIONS

There will be three examinations during the semester, plus a final examination. Examinations cover the material in lectures, discussions, and textbook reading assignments. Every concept tested on the examinations will have been mentioned (though perhaps only briefly) in class, but it is essential to read the textbook to have the background knowledge necessary to think through the questions on the examinations.
While examinations are multiple-choice format, they are designed to assess your understanding of the material, rather than to test superficial, rote memorization. To answer examination questions correctly, you will have to understand the material well enough to apply it to new situations and problems. Simply memorizing definitions and names will not suffice. That is why a good way to assess your own understanding of the course material is to try to explain it to someone else, in your own words, generating your own illustrative examples.

The final examination will be comprehensive and cumulative, covering material from the entire semester. It is important that you be aware of this throughout the semester, because if you fail to study and understand part of the course material, this will affect performance on the final examination. Students should use the within-semester examinations diagnostically to identify concepts that they do not understand, so they can ask the right questions and master the material before the final examination.

Students who miss an examination because of an excused absence will be permitted to take a make-up examination. Absences are excused only for documented, extenuating circumstances (e.g., illness), for absences due to military orders, or for participation in university-sponsored activities that require travel. Family celebrations and vacations, social and athletic events where the student is not a university-sponsored participant, and other planned absences are not excused. Students who anticipate missing any class for a planned but not excused reason are strongly urged to drop the course. Similarly, students must drop the course if they plan to be absent on the day of the Final Examination. Whenever possible, a student who must miss an exam with an excused absence should phone or email the instructor before the scheduled examination. The format of the make-up examination may be multiple-choice, essay, or oral, at the discretion of the instructor.

Enrichment Activities: Learning about Psychological Research

Students are required to participate in activities designed to acquaint them with the nature and variety of research in psychology. Students must participate in four enrichment activities.

Two kinds of enrichment activities are available. Option 1 involves participating in research studies, while Option 2 involves reading and writing about papers that report research in scholarly journals.

At least one of the enrichment activities must be the paper assignment (Option 2, below), but the others can be any mix of either kind--each option can be used multiple times to meet the requirement.
**OPTION 1: PARTICIPATION IN PSYCHOLOGY EXPERIMENTS**

**Objective**
The objective of this assignment is for you to gain direct experience with psychology research studies and what it is like to participate in them. In class, we shall discuss the social psychology of psychology research and how experimental designs take into account the expectations and beliefs of the participants. By participating in studies yourself, you can gain an understanding of the strengths and limits of psychological research. Psychology Department faculty and their research assistants perform the studies, all of which have been reviewed and approved by the university’s Institutional Review Board.

**Online Registration**
To participate in studies, you must register on the *Study Scheduling System*, accessible from the Psychology Department website (http://www.gvsu.edu/psychology/). The vendor maintains a strict policy protecting privacy and confidentiality. (This policy is available for review in the Psychology Office.) Navigating the Study Scheduling System is straightforward, and if you need guidance, detailed instructions are available on the Psychology Department website.

**Participating in Studies**
Register for studies on the Study Scheduling System. Before you sign up to participate in a study, review any listed restrictions (for example, “left-handed people only”). If you sign up for a study and you do not meet the posted eligibility requirements, you will not receive credit for the study.

Arrive before the scheduled time, as studies start punctually. You will be given a description of what participating in the study will involve, and you will be asked for your consent before the study begins. If you then choose not to participate, you may leave without penalty. You can check to see that you have received credit by selecting *My Schedule/Credits*, but please allow at least one week after a study before checking.

If you sign up for a study but cannot attend, please cancel your session on-line.

**Under 18?**
Special rules apply to students who are under 18. If you are under 18, please use *Option 2*, or see the Laboratory Secretary, Nicole O’Leary, for information about permission requirements before participating in studies.

**Need Help?**
If you need assistance registering for studies, please contact Nicole O’Leary, the Psychology Laboratory Secretary, who can be reached in the Psychology Department Office (2224 Au Sable Hall, 616.331.2195) or by sending an email to psychlab@gvsu.edu.

**Option 1 Deadline**
The last day to participate in studies is **Tuesday, June 14**.
**Option 2: Papers on Experiments in Scholarly Journals**

This option involves finding, selecting, and reading a journal article and then write a brief report on the article. You must select this option for at least one of your Enrichment Activities.

**Summary of the Assignment**
Pick a current, empirical article from a psychological journal that is listed below. Read the abstract, introduction, and conclusions of the article and skim the remainder of it to understand the gist. You are not expected to understand all the details of the article; your task is to understand the article's general thrust, content, and conclusions. Write a brief summary (as detailed below) to document your reading. *Be sure to use your own words. Do not copy or paraphrase the abstract or the paper.*

**Objective**
The objective of this assignment is to broaden your understanding of psychological research and how it is conducted. Psychological science is based on research. To understand psychology, it is important to understand how psychological research is conducted.

**What is a scientific journal?**
A journal is not a popular magazine. It is instead a publication with papers reporting scientific studies. These papers have undergone an intensive peer-review process. Papers in scientific journals are written for an audience of scientists, not for the general population of readers. They assume a high level of knowledge, and they often use jargon and other shorthand ways of communicating. This means that a reader who lacks the scientific training of the intended audience will necessarily find parts of the paper mystifying. Nevertheless, even without advanced training in psychology or statistics, it is possible to figure out the gist of what the article reports. Scientific journals are accessed through databases, not newsstands. Universities like Grand Valley spend a great deal of money to give their students access to these journals. There are other publications that sometimes try to gain attention by mimicking the superficial features of scientific journals, but which in fact do not have the same intensive peer review processes in accepting and editing the papers. For that reason, it is important that you access the journals for this assignment only through the GVSU library system and that you pay careful attention to make sure the title of the journal matches exactly the titles on the list of acceptable journals for this assignment.

**Selecting an Article**
Choose a current article published in 2016 that reports an empirical study (i.e. one that is based on the collection of data). The large majority of the papers published in the journals listed below are suitable for this assignment, but a few are not. In particular, reviews, meta-analyses, and other comparisons of studies from separate researchers are not appropriate for this assignment. The article you read should have sections labeled “Methods” and “Results.” Note that there are other journals, not acceptable for this assignment, which have misleadingly similar names. Make sure the title of the journal matches exactly one on this list:

- Behavioral Neuroscience
- Developmental Psychology
- Journal of Abnormal Psychology
- Journal of Applied Psychology
- Journal of Comparative Psychology
Finding the Journals
The journals are available electronically through databases you can access through the GVSU Library website. Base your paper on the “full text” of the paper. You can watch a video showing how to access the journals by going to http://libguides.gvsu.edu/psych and then clicking on the Recommended Journals tab to find the video titled, “Finding Journal Titles in the GVSU Libraries.” Access the journals only through the GVSU Library, not other sources or websites, as such materials may be incomplete, from the wrong journal, or not the “full text” version.

Once you have located the journal article, select the “full text” version.

Documenting Your Reading
Write a brief, double-spaced paper summarizing the article. The body of your essay should contain three sections, each between 100-200 words. Start each of the three sections with a heading, copying the exact words for each heading described below. No separate introduction or conclusion is required, simply answer the three questions. Under each heading write a well-organized paragraph that specifically addresses the question posed in the heading:

1. What question or questions does the article address?

2. Why are the question(s) that the article addresses important ones to consider?

3. What answers does the article provide?

The Paper Must Be Your Own Work and Written in Your Own Words
At the core of Grand Valley State University’s policy on plagiarism (described in the catalog and in the Student Code) is the principle that “[a]ny ideas or material taken from another source…must be fully acknowledged.” This means that your paper must be written strictly in your own words, and it must acknowledge any ideas that you take from another source. Try to avoid quoting from the article, but if you must quote to make a point, take care that the phrases quoted are in quotation marks. All quoted phrases must be in quotation marks, even if the phrases are only two or three words long. Words or ideas borrowed from a source other than the target article should be acknowledged and completely referenced. If you submit a paper that violates this policy, you may receive a failing grade for the course.
**Required Identifying Information**
At the top left-hand corner of the first page of your summary, on separate lines, put your name, your student number (G-number), your professor’s name (Hendersen), and the date. Immediately below this (before your answers to the three questions) provide a full reference to the article, with the information in the following order: Names of all authors (last name, comma, initials), the year of publication (in parentheses), the exact title of the article, the full name of the journal, the volume number, and the page numbers. Here is a sample of a reference with the information in the proper order:


If the article you select has not yet appeared in print, instead of page and volume numbers, include the words “Advanced online publication. doi:” and then give the doi number. The doi number is typically found in the upper right hand corner of the first page of the full-text paper. This reference information must be complete and accurate for you to receive credit for the paper.

**Copy of First Page of Journal Article**
To the back of your summary, staple a photocopy or printout of the first page of the full-text version of the article that you read. Make sure that the photocopy includes the exact name of the journal, the title of the paper, the volume number, the page numbers, and the abstract and first paragraph of the article. You may have to print several pages to make sure all the required information is present. If you select an article that has not yet been published in print version, volume and page numbers will typically not be available. In such cases, make sure the photocopy or printout you submit includes the doi number of the article, which is usually in the upper right hand corner of the first page of the full-text article.

**Credit/No Credit Grading of Papers**
The papers will be graded on a Credit/No Credit basis. No partial credit will be given. Most papers that receive a failing grade are ones where the writer fails to follow the instructions. Double-check your paper before you submit it, to make sure it conforms exactly to all the rules described above.

**Submitting Papers for Grading & Deadline**
*Option 2* papers can be turned in anytime during the semester. You can give to Professor Hendersen in class, or you can bring them to the Psychology Office (2224 Au Sable Hall). All papers must be turned in by **4:45 p.m. on Thursday, June 16**. No late papers will be accepted. Papers must be submitted as hard-copies; no electronic submissions will be accepted.

**EXTRA CREDIT**
You can complete up to two additional enrichment activities for Extra Credit. Extra credit will be awarded for completing additional instances of Option 2, "Papers on Experiments in Scholarly Journals," described above. Deadlines for extra credit are the same as for the required enrichment activities.
Grading Policies

Grades are based on performance on the examinations, the required enrichment activities, and any extra credit (see above).

At the end of the semester, two grades will be determined. One of these will be based on the total number of points obtained by students on all the examinations and all the assignments; this includes the total number of points from the three within-semester examinations (40 points possible on each examination), plus the points from the final examination (80 points possible), plus enrichment activity points (2 points each, 8 points total possible), with a total of 208 possible points. Any extra credit (2 points each) earned will be applied to this grade. A second grade will be based only on the student’s final examination score. The student’s final course grade will be the higher of these two grades.

This grading policy means that a student who does poorly on a midterm examination should treat this as a diagnosis that the student has failed to master the material, so the student should go back and study that material more effectively, as well as seeking additional help from the instructor. A student who does well on the final examination will receive a good semester grade even if performance earlier in the semester was weak.

There is also a danger inherent in this grading policy. Some students may wrongly think that they need worry only about their performance on the final examination. Because this course covers a great deal of complex, substantive material, last-minute cramming is a futile and ineffective strategy. The only reasonable way to learn the course material is to keep pace with it as the course proceeds. Do the reading before the day it is assigned, attend all lectures and discussions, rewrite your notes using your own organization and words, test yourself repeatedly to make sure you understand the course material, seek help when you need it, and avoid falling behind. Use the within-semester examinations as diagnostic tools to identify those areas that you need to pay particular attention to as you review the course material.

Letter grades will be assigned after the instructor has assessed the reliability and difficulty of each examination. While letter grades ranges will be posted after each mid-semester examination (to give students an understanding of what level of performance earns what letter grade), it is the point score on the examination that is recorded, not the letter grade. The examinations in this course are more challenging than examinations that only test memorization, and this will be reflected in the grade assignments, which are more generous than would be the case with the standard 70%-80%-90% breakpoints that you may encounter in other courses. (Hence, do not worry about the percentages in interpreting exam scores; focus instead on your raw score and the grade assigned to that score, which will posted on the course BlackBoard site.) Because of the limited range of scores on midterm examinations, grades posted for midterm examinations will not include plusses and minuses, but final grades will include these finer gradations.

The instructor uses various means to monitor the difficulty of the examinations, including statistical item analyses and cross-semester comparison items. The intent is to base grades on performance levels, rather than on within-class competition. If everyone in the class does well, everyone will receive a good letter grade. Alternatively, if everyone does poorly, this will be reflected in the letter grades.
An important implication of this policy is that students should work cooperatively, rather than competitively, to learn the course material. If someone else in the class does well, this will not lower your own grade an iota. It is therefore clearly to your benefit to get to know others in the class, to share notes, to review and clarify concepts for one another, and to study together. Indeed, one of the best ways to study is to get together with other students from the class and to take turns explaining each key concept, in your own words, with your own examples.

**Accommodation for Disability**

Any student who requires accommodation because of a disability should contact Disability Support Resources at 616.331.2490, and the student should also contact Professor Hendersen. Accommodations are always designed to maintain the academic integrity of the course, so students with disabilities are held to the same academic standards as all other students. Accordingly, if no additional costs (including staff time) are involved, the instructor will extend such accommodations to anyone who requests them, whether or not the student has a declared disability. If a requested accommodation requires special equipment, space, personnel, staff time, or other resources beyond those normally available to the class, the accommodation will be offered only if the student has gone through the process that begins by declaring the disability with Disability Support Resources.

If you have a disability and think you might need assistance evacuating the classroom in an emergency, please contact Professor Hendersen so he can develop a plan to assist you.

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<th>Some Important Dates</th>
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<tr>
<td>Last Day to Add, Register or Pay</td>
<td>May 13</td>
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<tr>
<td>100% Tuition Refund Drop Deadline</td>
<td>May 13</td>
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<tr>
<td>First Examination</td>
<td>May 18</td>
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<td>75% Tuition Refund Drop Deadline</td>
<td>May 20</td>
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<td>Memorial Day Recess</td>
<td>May 30</td>
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<td>Second Examination</td>
<td>June 2</td>
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<td>Last Day to Drop a Class</td>
<td>June 10</td>
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<td>Last Day to Participate in Studies (Option 1)</td>
<td>June 14</td>
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<td>Last Day to Submit Papers (Option 2)</td>
<td>June 16</td>
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<td>Third Examination</td>
<td>June 16</td>
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<tr>
<td>Final Examination</td>
<td>June 21</td>
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DATE | TEXTBOOK READING ASSIGNMENTS & EXAMINATIONS
(Do reading prior to class on date noted.)
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May 9   | Monday     | Read the Syllabus (Carefully!)
May 10  | Tuesday    | Prologue: What is Psychology?
May 11  | Wednesday  | Chapter 3: The Brain and the Nervous System
May 16  | Monday     | Chapter 4: Sensation
May 17  | Tuesday    | Chapter 5: Perception
May 18  | Wednesday  | First Examination
May 19  | Thursday   | Chapter 7: Learning
May 24  | Tuesday    | Chapter 8: Memory
May 26  | Thursday   | Chapter 9: Thinking
May 30  | Monday     | Memorial Day Holiday
May 31  | Tuesday    | Chapter 14: Development
June 2   | Thursday   | Second Examination
June 6   | Monday     | Chapter 13: Social Psychology
June 9   | Thursday   | Chapter 16: Psychopathology
June 13  | Monday     | Chapter 15: Personality (pp. 605-614 only)
June 14  | Tuesday    | Chapter 17: Treatment of Mental Disorders
June 16  | Thursday   | Third Examination
June 21  | Tuesday    | Final Examination

This schedule is tentative. Changes, if any, will be announced in class.