

## PSY 101 Introductory Psychology - Winter 2024

### Section 11: 1:00 – 2:15 p.m.

**Instructor:** Luke Galen, Ph.D.

**Office:** 2220 ASH

**Office Hours:** Tues/ Thurs: 10:00 – 11:00 a.m.; 3:45 – 4:15 p.m. or via zoom: email to schedule virtual appt.

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**Course Description:** General survey of psychology, the scientific study of behavior and experience, including overt actions and mental activity. Covers how psychologists think and act as scientists and how the study of its subject matter may be integrated at the biological, psychological, and social levels of analysis.

**Course Objectives:** This course will emphasize the major theories of behavior and mental processes, the empirical methods used by psychologists, and the major findings of psychological research. Upon successful completion, students will: 1) demonstrate an understanding of the science of Psychology. 2) be able to identify major psychological theories and use psychological terminology correctly. This includes a basic understanding of the breadth of topics studied by psychologists (such as neuroscience, personality, social behavior, and psychological disorders, etc). 3) be able to critically evaluate the findings of psychological research. This includes an ability to think critically about psychological phenomena, and an awareness of how empirically-validated psychological principles apply to daily life (see Gen Ed below); 4) be able to recognize examples of how psychological concepts are applied to daily life; 5) recognize ethical issues and develop ethical reasoning (see Gen Ed below).

#### **Text (required):**

Option 1: GVSU Save textbook program. See link on Blackboard <https://lakerstore.gvsu.edu/SiteText?id=89186>

Option 2: Etext REVEL for Psychology: From Inquiry to Understanding -- Access Card, 5/E

Lilienfeld, S. O., Lynn, S. J., & Namy, L. L. (2022). Psychology: From Inquiry to Understanding. (5th ed.).

Hoboken NJ: Pearson. ISBN-13: 9780135441213

Redeem your code or purchase instant access online. (Temp. access option for financial aid is also available.)

Revel student resources: <https://www.pearsonhighered.com/revel/students/support/>

Used 4th ed copies of the textbook don't buy a used access code. Only newly purchased codes will work.

Option 3: Physical textbook with Revel access: Lilienfeld, S. O., Lynn, S. J., & Namy, L. L. (2022). Psychology: From Inquiry to Understanding. (5th ed.). Hoboken NJ: Pearson. ISBN-13: 9780137639861

I will post the syllabus, grades, pptx slides, class announcements, and other course information at our class homepage on Blackboard, available at <http://mybb.gvsu.edu/>

**Class Format:** In-person lecture, discussion

**Prerequisites:** None

**Grading:** Grades will be based on 2 in-class exams, quizzes, and enrichment activities. The 2 exams will consist of multiple choice and short answer questions drawn from lecture and the book. The final exam is **non-cumulative**.

	Points	Percentage
Midterm	62	31%
In class quizzes and assignments 5 pts each x 12 (drop the lowest 2)	50	25%
Final	62	31%
Enrichment Activities 4 pts each x 4	16	8%
Gen Ed assessment	10	5%
Total	200 points	100%

**Expectations for course:** The most important factor for your success is regular class attendance. Students that regularly attend lecture class sessions and who are “present” in class – attentive, taking notes, thinking about the material – are much more likely to succeed. Students should also check in daily to course Blackboard, read the assigned readings in textbook, and complete their PSY 101 enrichment activities. Students are expected to read the assigned readings prior to the scheduled class coverage (see below). Exams and quizzes will contain a mixture of content from text and from class-only (i.e., not in the text). In total, expect to spend 6 – 9 hours per week preparing for and attending class.

**Assignments and Quizzes:** There will be weekly low stakes (5 pts each) quizzes roughly one per chapter unit. The lowest 2 will not be counted in the final grade. They are specifically designed so that the student keeps up on the weekly reading and class coverage. They are also important practice for the exams. Since the lowest 2 are dropped, no questions asked, **missed quizzes cannot be made up. Do not request make-up quizzes.**

**Attendance and quiz policy:** The only exceptions for missed attendance (and missed quizzes) are those that the university defines as legitimate or emergency situations (illnesses, death in the family, university activities) that can be **appropriately documented**. It is the student’s responsibility to notify the instructor of approved absences. Accommodations are only available for the following reasons: intercollegiate event (e.g., sports travel) or University-sponsored event (e.g., class field trip), observance of religious holidays, military duty, jury duty, or court hearings, birth of child, academic conference, medical appointments, medical conditions (e.g., COVID quarantine, hospitalization), death of a loved one, or funeral services. In accordance with university policy (<http://www.gvsu.edu/coursepolicies/>) these require documentation. Examples of absences NOT eligible for accommodations are: vacation travel, leaving campus early/arriving back late for long weekends, forgetting or mixing up deadlines, incomplete / inaccessible submission of work, work schedule conflicts, childcare, incarceration.

Do not email me after the quiz or test due dates/ deadlines and ask for make up and do overs. It is the students’ responsibility to keep up with Bb announcements and to check in daily for upcoming material with the assumption that there will be a weekly quiz. Together with the previously mentioned “drop two lowest quizzes” policy (see above section), this means that you will not be allowed to make up quizzes after the deadline passes, which would be unfair to other students. The student assumes the responsibility of planning, taking into account that issues could very well appear unexpectedly. Therefore, **DO NOT PROCRASTINATE READING FOR CLASS. PLAN TO ATTEND EACH SCHEDULED CLASS.** I will respond to all do over requests by simply pasting the above text in the body of the email.

**Academic Dishonesty:** Any evidence of cheating (e.g., using notes during exam, sharing answers with other students), or plagiarism (copying from other sources) will result in a failing grade in the course and any other actions as allowed by GVSU policy. Any written work must be in your own words or properly sourced. 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 all materials must be written strictly in your own words, and it must acknowledge any ideas that you take from another source. If you violate this policy, you may receive a failing grade for the course.

**Disabilities:** If you have a disability, it is up to you to determine if you wish to disclose that information and request classroom accommodations. If you wish to request educational accommodations due to a disability, you should register with the Disability Support Resources (4015 Zumberge; 331-2490), if you haven’t already done so. If you wish to request accommodations, please meet with me to discuss how to best meet your educational needs. Do this early in the semester rather than later (e.g., after a test).

## **Enrichment Activities: Learning about Psychological Research**

In the Enrichment Activities (EA) portion of the course, students will be given the opportunity to experience psychological research first-hand. Two kinds of enrichment activities are available:

- *Option 1* involves being a participant in research studies conducted by Psychology Department faculty and students.
- *Option 2* involves completing activities that will introduce you to a variety of research techniques used in psychological research.

Students must earn **four** EA credits for this requirement. The credit you earn by completing each EA is a function of the amount of time it takes to complete it. For example, by participating in a brief online study (30 minutes or fewer) you would earn ½ of an EA credit whereas an EA that takes one hour to complete would earn 1 credit. Both types of Enrichment Activities will be available in face to face and online formats.

You may complete the EA requirement using any combination of EA types, however, at least **two full credits** of EAs must be completed **in person**.

**Enrichment activities are scheduled and offered through the Sona Study Scheduling System.** You will receive an email at the beginning of the semester containing your User ID and an initial password, and a link to the Sona system website at <https://gvsu.sona-systems.com>. If you do not receive an email regarding your account by the end of the first week of class, please contact Christine Smith at [psychlab@gvsu.edu](mailto:psychlab@gvsu.edu) or by phone at 616-331-2424.

SONA Systems maintains a strict policy protecting your privacy and confidentiality. This policy is available for review in the Psychology Office.

**Additional details regarding the enrichment activities and an FAQ are available online at <https://www.gvsu.edu/psychology/undergraduate-research-296.htm>**

### **Enrichment Activity Deadline**

The last day to complete your EA requirement is **April 19th, 2023**.

If you have questions regarding any aspect of the Enrichment Activities, please contact Christine Smith, who can be reached in the Psychology Department Office (2221 Au Sable Hall, 616.331.2424) or by sending an email to [psychlab@gvsu.edu](mailto:psychlab@gvsu.edu).

A video tutorial is available at the following link that will walk you through the study sign-up process: <https://gvsu.hosted.panopto.com/Panopto/Pages/Viewer.aspx?pid=14a9aaf9-814f-4a4c-830e-a9ce013e8887&id=c84e8a38-1238-4486-b590-a9cb01307e70&advance=true>

## General Education Program

The General Education Program prepares students for informed citizenship, leading to responsible participation in local, national, and global communities.

Gen ed video intro: <https://www.youtube.com/watch?v=5-lmNAkPeic&feature=youtu.be>

### General Education Foundations – Social and Behavioral Sciences

#### Knowledge Student Learning Outcomes

1. Explain how knowledge in the social and behavioral sciences is created and applied.
2. Explain major approaches, methods, theories, and substantive findings of the field.
3. Evaluate and apply concepts and theories from the social and behavioral sciences to real-life examples.

#### Skills Student Learning Outcomes

1. Critical Thinking: Comprehensively evaluate issues, ideas, artifacts, or events before forming a conclusion.
  - States an issue clearly and describes it comprehensively.
  - Uses appropriate evidence that includes relevant context(s), which facilitates a comprehensive analysis or synthesis of the issue.
  - Develops a position that thoroughly takes into account the complexities of an issue, limits of the position, and synthesizes others' points of view.
  - Develops conclusions, implications, and consequences that are logical and reflect an informed evaluation based on strength of evidence.
2. Ethical Reasoning: Apply ethical principles and codes of conduct to decision making.
  - Recognizes ethical issues when presented in a complex, multilayered (gray) context and can recognize interrelationships among the issues.
  - Names the major ethical theory or theories used, presents the gist of said theory or theories, and thoroughly and accurately explains the details of the theory or theories used.
  - Applies ethical theories to a complex issue accurately and considers the full implications of the application.
  - States a position in-depth and effectively defends against other ethical perspectives

Teaching in the liberal tradition is at the heart of Grand Valley's identity, and this focus is critical in our General Education Program. Liberal education transcends the acquisition of information; it goes beyond the factual to ask important evaluative and philosophical questions. Liberal learning holds the fundamental principles and suppositions of a body of knowledge up to inquiry, question, and discussion. It helps a person recognize the assumptions under which he or she operates and encourages the examination and questioning of those assumptions. Liberal learning begins in the General Education Program and continues through the more specialized studies comprising each student's major and minor areas of study.

**General Education Assessment:** All courses that are part of GVSU's General Education program are required to assess students' strength of knowledge of core components of the course (i.e., theories, methodologies, etc.) as well as key skills that are developed during the course of studying the topical area (i.e., creative thinking, ethical reasoning). Thus, the General Education Assessment for PSY101 will involve several brief quizzes, administered via Blackboard, during the last week of the semester. You will receive 3 course points for each test you complete, regardless of your performance on the tests (a total of 9 points). However, to incentivize good performance, you can receive 3 extra credit points on each quiz that you answer more than half of the items correctly. Thus, good performance on all three can potentially earn 18 points. Monitor Blackboard and the announcements made in class for information regarding the deadline for this assignment (TBD). Note: This is DIFFERENT from the Course Evaluation, which asks your opinion of various aspects of this course.

**Tentative Class Schedule:** More detailed reading instructions will be posted on Bb.

<u>Week of</u>	<u>Topic</u>	<u>Reading</u>
Wk 1 Jan 9 11	Psychology and Scientific Thinking	Ch. 1 (Lilienfeld).
<b>Credit/ no credit deadline Fri. Jan. 12th</b>		
Wk 2 Jan 16 18	Research Methods	Ch. 2
<b>Friday Jan. 19<sup>th</sup>: Deadline to opt out of GVSU Save online textbook program</b>		
Wk 3 Jan 23 25	Biological Psych.	Ch. 3
Wk 4 Jan 30 Feb 1	Developmental psych	ch. 9.1, 9.3, 9.4 social (SKIP: 9.2)
Nature vs. nurture: dev. of morality		9.4 moral dev. Article on baby morality
Wk 5 Feb 6 8	Learning	Ch. 6
Wk 6 Feb 13 15	Consciousness	Ch. 5
Wk 7 Feb 20	Intelligence	8.3, 8.4, 8.5
Feb 22	Emotions I: theories of emotion	10.1, 10.2
<b>Wk 8: Midterm exam Tues feb 27</b>		
Wk 8 Feb 29	Go over exam, midpoint review; Emotions II: happiness and affective forecasting 10.3	
<b>Wk 9 Spring break Mar 4<sup>th</sup> – Sun March 10<sup>th</sup>.</b>		
<b>Last date to withdraw with a grade of W Fri. Mar. 8th</b>		
Wk 10 Mar 12 14	Social psychology I and II	12.1, 12.2
Wk 11 Mar 19 21	Social III and IV	12.3, 12.4, 12.5
Wk 12 Mar 26 28	Personality	ch .13
Wk 13 Apr 2	Emotions III:	sexuality 10.4, attraction 10.5
Apr.4	Psychological disorders I	14.1, 14.2
Wk 14 Apr 9 11	Psychological disorders II and III	14.3 – 14.6
Wk 15 Apr 16 18	Psychological Treatments	ch 15
<b>Wed. Apr. 17<sup>th</sup> Last day to participate in studies for enrichment credit</b>		
<b>General Education Assessment Activity due date: Friday, Apr. 19th</b>		<b>On BB.</b>
<b>Final exams: Section 11 (normally meets Tues at 1:00- 2:15): April</b>		