

# Introductory Psychology (PSY 101), Section 12, Winter 24

## Syllabus, Lab Manual, and Weekly Schedule

This course is Online and Asynchronous\*

(An asynchronous class allows you to learn on your schedule within a certain timeframe, and by meeting all firm due dates)

**Instructor:** Jennifer Gross, Ph.D.

*Office:* 2319 Au Sable Hall (ASH)

*Office Hours:* 1-1:45 PM MWF; and by appointment. Students with appointments have priority over walk-ins.

*Office Phone:* 616-331-3511

*Email Address:* [grossj@gvsu.edu](mailto:grossj@gvsu.edu) (Recommended means of contact)

### Course Description:

Three themes capture our quest into all things psychological. Although Psychology is a broad and diverse field (ranging from the anatomy of the eye, to forms of psychopathology, to psychology's insights on user-friendly design), all of *Psychology embraces the scientific study of human behavior (Theme 1)*. The scientific approach offers the highest standard of evidence, which affords a powerful approach to determining the validity of commonly made assertions (e.g., "Is watching violence on TV harmless?"). With scientific scrutiny, you can critically evaluate advertising claims, propaganda, and other persuasive appeals. For example, are there different "learning styles" (the idea that individuals differ in what mode [words vs. pictures vs. speech] of instruction is more effective, so instruction should be tailored accordingly)? Despite common beliefs about "visual learners" and "auditory learners", hot-of-the-press research found that "there is no adequate evidence base to justify incorporating learning styles assessments into general educational practice."<sup>1</sup> What changes could enhance learning? The "read-recite-review strategy" is a scientifically proven technique for learning from a textbook that is more effective and efficient than hand-written notes<sup>2</sup>. With scientific literacy, you have the tools to distinguish between pseudoscience and real psychological research.

*The study of psychology reveals how even the simplest human behavior is influenced by a myriad of forces (Theme 2)*. This insight about the complexity of human behavior fosters avoidance of simplistic, naïve explanations for actions (like, there are two kinds of people in the world—the weak and the strong; the good and the evil). Nothing about human behavior is this simple. Consider that depression is one of the most common and debilitating psychiatric conditions. With the popularity of antidepressant medications (e.g., Prozac, Zoloft) and the accompanying TV advertisements sponsored by pharmaceutical companies promising a cure, one might conclude that depression is due to a chemical imbalance in the brain. The implied premise—fix the imbalance and alleviate the condition. Such a premise is simplistic and wanting. For one, this naïve premise fails to recognize the role of negative life events as risk factors for depression.<sup>3</sup> Second, if a cure was so simple, given the widespread use of antidepressant medications, depression should be a thing of the past. By selectively publishing only the efficacious results of antidepressant trials, the medical community and the public have been misled.<sup>4</sup>

*Psychology has a practical impact on everyday life (Theme 3)* by scientifically answering questions like: should I take Ginkgo Biloba to prepare for my next exam; are there elevated risks when driving while talking on the phone; how does the mosquito ringtone evade detection by my professor; do we only use 10% of our brains; and can stress increase my susceptibility to colds? Join me as we scientifically probe the underpinnings of human behavior.

<sup>1</sup> Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9(3), 105-119.

<sup>2</sup> McDaniel, M. A. et al. (2009). The read-recite-review study strategy: Effective and portable. *Psychological Science*, 20(4), 516-522.

<sup>3</sup> Shrout, P. E. et al. (1989). Characterizing life events as risk factors for depression: The role of fateful loss events. *Journal of Abnormal Psychology*, 98(4), 460-467.

<sup>4</sup> Turner, E. H., Matthews, A. M., Linardatos, E., Tell, R. A., & Rosenthal, R. (2008). Selective publication of antidepressant trials and its influence on apparent efficacy. *The New England Journal of Medicine*, 358, 252-260.

**Please note:** This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>

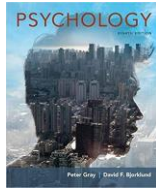
**Objectives:** Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of the scientific process in Psychology.
2. Identify major psychological theories and use psychological terminology correctly.
3. Critically evaluate the findings of psychological research.
4. Recognize examples of how psychological concepts are applied to daily life.

**Course homepage on Blackboard (lms.gvsu.edu):**

The course syllabus, announcements, lectures, assignments, grades, study guides, and more will be available on Blackboard.

**Required eBook/textbook:** Gray, Peter O. & Bjorklund, David F. (2018). *Psychology (Eighth Edition)*. ISBN-10: 1-319-01589-1; ISBN-13: 978-1-319-01589-3



You have options for how to acquire the textbook. Pick the option that is best for you!

1. **Default option:** Access the eBook via Blackboard (called the GVSU Save program) and the cost (approx. \$72) is charged to your student account. If you want to obtain the textbook/eBook on your own, you may opt out of this option by **Friday, January 19<sup>th</sup>** and your student account will be refunded.
2. **If you opt out of the above,** rent/buy a used copy of the textbook by looking on Chegg, Amazon, Biblio, ... (e.g., <https://www.amazon.com/Psychology-Peter-Gray/dp/1319015891>), just be sure to get the **8th edition** using the ISBN. Prices vary.

**Required reading:** Available electronically via “Course Documents” in Blackboard.

**Course Grade Formula:** Course grades will be based on scores from the following, weighted activities.

|   |     |
|---|-----|
| Exam #1                                 | 15% |
| Exam #2                                 | 15% |
| Exam #3                                 | 15% |
| Noncumulative Final Exam #4             | 15% |
| Weekly Laboratory Assignment            | 30% |
| Enrichment Activity Points (4 required) | 10% |

**Letter Grades** will be calculated according to the following scale:

|    |         |    |        |
|----|---------|----|--------|
| A  | 93-100% | C  | 73-76% |
| A- | 90-92%  | C- | 70-72% |
| B+ | 87-89%  | D+ | 67-69% |
| B  | 83-86%  | D  | 60-66% |
| B- | 80-82%  | F  | Below  |
| C+ | 77-79%  |    |        |

## ***Forms of Evaluation I-III (Exams, Laboratory Assignments, Enrichment Activities):***

### ***I. Exams:***

To formally assess your understanding of course material, there will be four exams. Exams will be administered via Blackboard and will be "open book", so you can refer to your class notes and readings. Questions on the exams will be based on the material covered in the: 1) lectures, 2) assigned readings, and 3) laboratory assignments covered in class. You may pause at any time, and when ready, resume taking an exam. Be careful when taking an exam! Only one question will appear at a time on your screen, and you will be unable to return to previously answered questions. Your score (total number correct) will be automatically furnished upon your completion. A curved grade will be computed after the exam closes. See ***Weekly Schedule*** for exam dates. ***Make-up exams*** will be given for the following circumstances: Official university activities (e.g., participating in sporting events), illnesses, and extenuating circumstances. Please email the professor as soon as possible to explain the situation, and request permission for an alternate exam date.

### ***II. Laboratory Assignments:***

The goal of this laboratory assignment is to foster your understanding of the scientific process in Psychology. Outside of class time, you will participate in classic and contemporary experiments in Psychology via the web. Take the time to read the background material for each lab at the host site. For all assigned experiments, you are expected to understand the theoretical underpinnings motivating the investigation; the procedures and methods of investigation, including the independent and dependent variables; the predicted experimental outcome (i.e., hypothesis); the results of the experiment expressed in statistics and graphs; potential limitations of the investigation; and how each experiment is related to material covered in class and the assigned readings. You are required to complete **13 of the 15 laboratory assignments** by their due date, so you can skip 2 without penalty. **Late submissions up to one week past the due date** are accepted yet penalized (-30 points). No assignments will be accepted more than 7 days late and a grade of "0" will be issued. Please see the **Weekly Schedule** in the syllabus and the **Calendar** on Blackboard for laboratory assignments and their due dates.

### ***Instructions for getting started at the Online Psychology Lab (OPL):***

1. Navigate to the *Online Psychology Lab (OPL)*; <https://opl.apa.org/>).
2. Select *Student Login*.
3. Log in with Google.
4. Sort experiments by alphabetical order to ease locating assigned experiments. Select the assigned experiment.
5. When prompted, enter **Class ID: 123247**
6. Record (e.g., screenshot; write down) your proof of completion (a.k.a., *ExperimentalResultsID*; e.g., 1597848239175) and any summary data that automatically appears at the end of the experiment before advancing to the next screen.
7. When your summary data are not automatically provided, look them up via the *Data* tab. See the instructions below.

**Retrieve your data from the Online Psychology Lab (OPL) (<https://opl.apa.org/>):**

1. Select *My Class Data* if you are logged in (recommended), or *Data* on OPL homepage if you are not logged in.
2. Select *Newer Data*, if prompted.
3. Select the name of the experiment (e.g., *Monty Hall*; *Ponzo Illusion*) from the list of options.
4. Scroll and select our class: **W24 PSY 101, 123247**
5. Choose *Get Report*.
6. Download the data file using Excel format (recommended).
7. Use your *Experimental Results ID* to find your data in the file.

**Sample Data for the Ponzo Lab for one, hypothetical participant:**

08192020 - Ponzo Illusion (2)

| APA_OPL_DATA |                     |         |        |     |           |           |                |        |         |  |
|--------------|---------------------|---------|--------|-----|-----------|-----------|----------------|--------|---------|--|
| ProfileID    | ExperimentResultsID | ClassID | Gender | Age | DateTaken | TotalTime | HandPreference | Absent | Present |  |
| 10268642     | 1597848239175       | 123247  | Male   | 60  | 8/19/2020 | 55.979    | L              | 5.47   | 14.95   |  |

**Problems with OPL or other online labs? It happens!** When this happens, state the problem using a complete sentence in your lab report (e.g., “*My proof of completion # did not appear at the end of the experiment.*”). Glitches include:

- *No proof of completion number (ExperimentalResultsID) was furnished at the completion of the experiment.*
- *The data file does not have my ExperimentalResultsID, after searching the entire list.*

To minimize the likelihood this hiccup will reoccur, use Google Chrome as the browser and clean your computer’s cache regularly (<https://www.pcmag.com/how-to/how-to-clear-your-cache-on-any-browser>).

### **Lab Report Instructions:**

Laboratory reports should be typed and provide the required 8 pieces of content or explanations for any missing content. See **Lab Report Format**. Write clearly using complete sentences, and with proper spelling and grammar. Do **not** include the instructions in your lab report. Instead, you may rewrite the instructions as part of your response. Number your responses from 1-8. Each lab requires a unique critique (#7) and a unique suggestion for future direction (#8). Avoid the one-sentence response for #7 and #8. Prepare your reports in Word or another word-processing program. Upload your complete lab report to Blackboard by the due date to receive full credit. Do not upload a mere link to your document. No email submissions will be accepted. You are encouraged to keep a copy of the laboratory assignment for your records (backup proof of completion; helpful when preparing for an exam). Late submissions up to one week past the due date are accepted yet penalized (-30 points). No assignments will be accepted more than one week late and a grade of "0" will be issued.

**Lab Report Format:**

1. State the name of the lab, the date of your participation, and for Online Psychology Lab experiments only state your ExperimentalResultsID using a complete sentence (e.g., The Monty Hall lab was completed on January 3, 2024, and my ExperimentalResultsID was 1924556789110).
2. State “My summary data are below.” and find, copy, and paste your summary data.
3. Identify and explain how the independent and/or predictor variable(s) was/were measured using a complete sentence.
4. Identify and explain how the dependent variable(s) was/were measured using a complete sentence.
5. State the experimental hypothesis using a complete sentence.
6. Determine/speculate if your data are consistent with the predicted outcomes (using a complete sentence).
7. Critique the experiment. Offer potential, alternative explanations for the phenomenon observed that the researchers may have failed to consider. Consider the role of methodological limitations, variables not taken into consideration, or other weaknesses of the experiment. Be careful not to suggest the same “critique” for every lab. Be careful to avoid the one-sentence response.
8. Suggest future directions, such as how the experiment might be modified to improve the investigation. Future directions arise out of the research limitations identified for a specific lab and may include building on a finding; addressing a conceptual flaw in the design; or examining the theory in a new context, location, or culture. Be careful not to suggest the same “future direction” for every lab. Be careful to avoid the one-sentence response.

**Grading Lab Reports:** Earn a Perfect Grade on your Lab Reports by Avoiding Common Mistakes

A **5-point deduction** will be taken for each error:

- Incomplete sentences for responses.
- Improper numbering.
- Excessive spelling mistakes or improper grammar.

A **5–10-point deduction** will be taken for each error:

- Improper inclusion of the lab report instructions.
- Failure to provide all requested information or furnish an explanation for missing content.
- Failure to discuss whether your data agrees with the experimental hypothesis in #6.
- Failure to properly elaborate on your responses for #7 and/or #8. Avoid the 1-sentence response!
- 

A **10-point deduction** will be taken for each error:

- Failure to provide a unique critique (#7).
- Failure to provide a unique future direction (#8).
- 

A **30-point deduction** will be taken for submitting your assignment up to 7 days late.

A **Grade of Zero:** No assignments will be accepted more than 7 days late and a grade of zero will be issued.

**Sample Lab Report:**

1. The Ponzo Illusion lab was completed on 1/23/24 and my ExperimentalResultsID was 1580676026406.
2. My summary data follows.  
When the Background was not present, I adjusted the lower line to an average of 4.04% longer than the top line; judging the top line to be a little longer than it was.  
When the Background was present, I adjusted the lower line to an average of 11.03% longer than the top line; judging the top line to be much longer than it was.
3. There were two independent variables in the experiment. One independent variable was the length of the lower line, which varied by trial. The second independent variable was whether or not a background was present. The background furnished depth cues.
4. The experiment had one dependent variable. The dependent variable was the difference in lengths between the upper and lower lines, measured in pixels. When there was a positive number, the lower line had been drawn longer than the top line. When there was a negative number, the lower line has been drawn shorter than the top line.
5. The hypothesis was that participants will make the lower line longer than the upper line when the background was present because the background will create an illusion that the line is farther away than it is. In this way, the two-dimensional image will be perceived as three-dimensional.
6. My data were consistent with the hypothesis, I made the lower line 11.03% longer than the upper line when background.
7. One critique of the experiment was that the background might just exacerbate a participant's already poor perception of the lines. Without the background, I still made the lower line 4.04% larger than the upper so it's possible that the background just made my already poor perception of the line worse. Additionally, the top line was always closer to the horizon than the bottom line. Proximity to the horizon is another depth cue, which could explain the 4.04% error in estimating line lengths even when the background was not present. These data are only from my experience though, so it's possible that with a larger sample size or more rounds in the experiment, this might not be an issue.
8. A future direction to take the experiment could be placing the lines in front of different patterns. Would the experiment yield similar results if the background was a colorful pattern instead of simple lines? What if the experiment used different geometric backgrounds like triangles or rectangles? Another direction could be to test people who have one eye or have sight in only one eye. Having one eye impairs depth perception, so it would be interesting to see if participants with one eye did better in this experiment than participants with intact vision in both eyes.

### ***III. 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.

**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/psy-101-participation-in-research-sona-435.htm>**

**Screening Instrument:** Once you receive your User ID and password, you will be able to immediately earn .5 credits by completing an online prescreening questionnaire. This is a short questionnaire used by some researchers to determine your participation eligibility for studies carried out throughout the semester. You must be 18 or older to complete the prescreen survey. You are not required to complete it, but doing so increases the number of studies you will be able to choose from during the semester. You can complete the prescreen at any time from the My Profile tab on the blue bar at the top of the page, however, completing it early (within the first two weeks of class) ensures that you will have access to the widest variety of EA activities within the Sona System.

#### **Enrichment Activity Deadline**

The last day to complete your EA requirement is **Friday, April 19<sup>th</sup> @ 5:00 pm.**

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).



**Weekly Schedule (Classes begin Monday, January 8):**

**Week 1 Introduction: *What constitutes science?***

**Research Methods: *Experimental tools—Correlations and Experiments***

**Readings** (approx. 35 pages):

Putnam, A. L., Sungkhasettee, V. W., & Roediger, H. L. (2016). Optimizing Learning in College: Tips From Cognitive Psychology. *Perspectives on Psychological Science*, 11(5), 652–660.

Chapter 1, Background to the Study of Psychology (pp. 1-27)\*\*

\*\*Be sure to consult the study guide when reading the textbook!

**Lab (Friday, 1/12)** To prepare for the weekly laboratory assignments, view the “*Tutorial on the Monty Hall assignment*” and create an account on the Online Psychology Lab (OPL) at: <http://opl.apa.org/> Then, start the assignment!

**Week 2 Research Methods: *Does TV violence cause violence among viewers?***

**Classical Conditioning: *The role of timing and contingencies.***

**Martin Luther King, Jr. Day Recess, January 15**

**Readings** (approx. 35 pages):

Chapter 2, Methods of Psychology (pp. 29-57)

Back Matter, Statistical Appendix (pp. A1-A9)

**Lab #1 Monty Hall (due Friday, 1/19) via <http://opl.apa.org/>**

Note: Complete approximately 60 total trials then select “quit”. Your summary data is reported at the bottom of the screen or can be looked up at the Online Psychology Lab using your ExperimentalResultsId.

**Your Data:**

When you stayed, what percentage of times did you win the grand prize?

When you switched, what percentage of times did you win the grand prize?

**Week 3 Classical Conditioning: *How do we learn to like, or dislike, something?***  
***Classical and operant conditioning in daily life***

**Readings** (approx. 43 pages):

Chapter 8, Basic Processes of Learning (pp. 265-309)

**Lab #2 Stroop (due Friday, 1/26) via one of these sites:**

<https://www.psychtoolkit.org/experiment-library/stroop.html>

<https://faculty.washington.edu/chudler/java/ready.html>

[https://psych.hanover.edu/javatest/cle/Cognition\\_js/exp/stroop.html](https://psych.hanover.edu/javatest/cle/Cognition_js/exp/stroop.html)

**Your Data:**



Your reaction time for Word Set 1 \_\_\_\_\_

Your reaction time for Word Set 2 \_\_\_\_\_

What is the difference between your Word Set 2 time and Word Set 1 time?

(To calculate the difference: Word 2 time - Word 1 time = Difference)

Speculate on which condition you were more accurate in and why this occurred.

**Week 4 Operant Conditioning: *The power of consequences!***  
***Can we reduce human suffering through conditioning?***  
***Operant conditioning in daily life***

**Readings** (approx. 8 pages):

Chapter 5, Mechanisms of Motivation and Emotion (pp. 151-159 only)

- General principles of motivation
- Reward mechanisms of the brain

**Exam 1, Friday, February 2**

**(EXAM 2 MATERIAL BEGINS HERE)**

**Lab #3 Lexical Decision (due Friday, 2/2) via <http://opl.apa.org/>**

**Your Data:**

Related Accuracy: Words= \_\_\_%; Nonwords= \_\_\_%

Related Reaction Time: Words= \_\_\_ sec; Nonwords= \_\_\_ sec

Unrelated Accuracy: Words= \_\_\_%; Nonwords= \_\_\_%

Unrelated Reaction Time: Words= \_\_\_ sec; Nonwords= \_\_\_ sec

**Week 5 Sensation and Perception: *Psychology applied to engineering for better living.***

**Readings** (approx. 38 pages):

Chapter 7, The Psychology of Vision (pp. 225-263)

**Lab #4 Ponzo Illusion (due Friday, 2/9) via <http://opl.apa.org/>**

**Your Data:**

Background not present: Difference in pixels between the bottom and top line was \_\_\_\_;  
 judging the top line to be \_\_\_ [longer/shorter] than it actually was.

Background present: Difference in pixels between the bottom and top line was \_\_\_\_; judging  
 the top line to be \_\_\_ [longer/shorter] than it actually was.

**Week 6 Sensation and Perception: *The Mechanics.***

**Readings** (approx. 31 pages):

Chapter 6, Smell, Taste, Pain, Hearing, and Psychophysics (pp. 192-223)

**Lab #5 Numerical Memory (NOTE: requires headphones) (due Friday, 2/16) via <http://opl.apa.org/>**

**Your Data:**

Time: \_\_\_ sec

Audio # Correct (AUD): \_\_\_

Visual # Correct (VIS): \_\_\_

**Lab #6 Mental Rotation (due Friday, 2/16) via <http://opl.apa.org/>**

**Your Data:**

Copy and paste your data line from the site. Your data are not interpretable as presented.  
ANG0COR ANG0TIME DANG0COR DANG0TIME ....etc.

\_\_\_\_\_

**Week 7 Memory: *Memory feats, foibles, fallacies, and strategies for improvement.***  
**Attention: *Can you simultaneously talk on that cell phone and safely drive, really?***

**Readings (approx. 47 pages):**

Chapter 9, Memory, Attention, and Consciousness (pp. 310-357)

**Lab #7 Self-Reference (due Friday, 2/23) via <http://opl.apa.org/>**

**Your Data:**

Self Hit Rate (SELF HR): \_\_\_

Self False Alarm Rate (SELF FAR): \_\_\_

E-word Hit Rate (EWORD HR): \_\_\_

E-word False Alarm Rate (EWORD FAR): \_\_\_

**Week 8 Thinking: *Rational and irrational thought investigated.***

**Exam 2, Wednesday, 2/28**

**(EXAM 3 MATERIAL BEGINS HERE)**

**Readings (approx. 14 pages):**

Chapter 10, Reasoning and Intelligence (pp. 360-374 only)

- How people reason 1: Analogies and induction
- How people reason 2: Deduction and insight

**Lab #8 Social Balance (due Friday, 3/1) via <http://opl.apa.org/>**

**Your Data:**

Copy and paste your data from the site. Your data are not interpretable as presented.

Likes—Dislikes: \_\_\_

Likes—Loves: \_\_\_

Likes—Hates: \_\_\_

Likes—Likes: \_\_\_

Likes—Neutral: \_\_\_; ..... etc.

### Spring Break, March 3-10

**Week 9 Social:** *Subtle, unconscious ways in which the social world shapes how we act and think. Zajonc's (1960) concepts of balance, congruity, and dissonance.*

**Readings** (approx. 40 pages):  
Chapter 13, Social Psychology (pp. 493-532)

#### Lab #9 Facial Recognition (due 3/15) via <http://opl.apa.org/>

**Your Data:**

Condition: \_\_\_\_ [Control / Experimental—False alarm]

Day 1:

Hits: \_\_\_\_; Misses: \_\_\_\_; False alarms: \_\_\_\_; Correct rejections: \_\_\_\_

Day 2:

Hits: \_\_\_\_; Misses: \_\_\_\_; False alarms: \_\_\_\_; Correct rejections: \_\_\_\_

**Week 10 Social:** *Cognitive processes in prejudice.*

**Social and Emotional Development:** *The importance of contact comfort*

**Readings** (approx. 11 pages):  
Chapter 12, Social Development (pp. 451-471 only)

- Infancy: Using caregivers as a base for growth
- Helping, comforting, and learning from others
- Parenting styles
- Roles of play in gender development

#### Lab #10 First Impressions (due Friday, 3/22) via <http://opl.apa.org/>

**Your Data:**

Alphas (A)

Popular: \_\_\_\_; Helpful: \_\_\_\_; Honest: \_\_\_\_; Lazy: \_\_\_\_; Unhappy: \_\_\_\_; Irresponsible: \_\_\_\_

Sum of Positive: \_\_\_\_

Sum of Negative: \_\_\_\_

Percent of Negative: \_\_\_\_%

Betas (B)

Popular: \_\_\_\_; Helpful: \_\_\_\_; Honest: \_\_\_\_; Lazy: \_\_\_\_; Unhappy: \_\_\_\_; Irresponsible: \_\_\_\_

Sum of Positive: \_\_\_\_

Sum of Negative: \_\_\_\_

Percent of Negative: \_\_\_\_%

#### Lab #11 First-Person Shooter Task (due Friday, 3/22) via <http://psych.colorado.edu/~jclab/FPST.html>.

**Your Data:** A chart of your correct and incorrect responses and average response times as a function of target threat and race. No ExperimentalResultsID is furnished.

**Week 11 Personality: *Cognitive processes in personality.***

*Do parent-child attachments become part of personality?*

*Do we have a need to belong?*

**Exam 3, Friday, March 29**

**Readings** (approx. 28 pages):

Chapter 14, Personality (pp. 536-554 and pp. 564-573 only)

- Personality as behavior dispositions, or traits
- Personality as adaptations to life condition
- Personality as mental processes II: Social-cognitive views

**Lab #12 Implicit Association Test of your choice at Project Implicit (due Friday, 3/29) via one of the sites:**

<https://implicit.harvard.edu/implicit/>

<https://implicit.harvard.edu/implicit/user/pih/pih/preliminaryinfo.html>

**Your Data:** Your data are typically a summary statement of your attitudes (e.g., “Your data suggest...”). No ExperimentalResultsID is furnished.

**(EXAM 4 MATERIAL BEGINS HERE)**

**Week 12 The Biology of Mind and Behavior**

*The neuroscience of reading faces and recognizing words*

**Movie:** *The Man with Two Brains*

**Stress, Health and Coping:** *Can stress increase susceptibility to the common cold?*

**Movie:** *To heal or not to heal*

**Readings** (approx. 13 pages):

Chapter 4, The Neural Control of Behavior (pp. 113-118; 130-138)

- Methods of mapping the brain’s behavioral functions
- How hormones interact with the nervous system

**Lab #13 Word Recognition (due Friday, 4/5) via <http://opl.apa.org/>**

NOTE: To fully appreciate the lab, you will view the Scientific American Frontiers segment titled, *Man With Two Brains*.

**Your Data:**

Hand Preference: \_\_\_\_ [Right/Left]

Right: \_\_\_\_ (proportion correct); Left: \_\_\_\_ (proportion correct)

**Week 13 Psychological Disorders: *The suffering mind: Forms of mental disorders. Social and genetic influences in schizophrenia and depression***  
**Worksheet: *Diagnosing Psychological Disorders***

**Readings** (approx. 59 pages):  
 Chapter 15, Psychological Disorders (pp. 577- 622)

**Lab# 14 Mirror Drawing (due Friday, 4/12) via <http://opl.apa.org/>**

**NOTE:** Ideally, when tracing the outline of the star, use your finger as a stylus on a trackpad or touchscreen.

**Your Data:**

Hand Preference: \_\_\_\_ [Right/Left]  
 Time for Left: \_\_\_\_ sec; Time for Right: \_\_\_\_ sec

**Week 14 *Social and genetic influences in schizophrenia and depression***  
**Biology of Mind and Behavior: *Can depression result from a chemical imbalance?***

**Readings**

Chapter 15 (Cont.), Psychological Disorders (pp. 577- 622)

**Lab #15 Dichotic Listening (NOTE: requires headphones) (due Friday, 4/19) via <http://opl.apa.org/>**

**Your Data:**

Hand Preference: \_\_\_\_  
 Number Correct Left Ear: \_\_\_\_; Number Correct Right Ear: \_\_\_\_  
 Total Trials Per Ear: \_\_\_\_

**Week 15 Treatment: *Scientific evidence on the effectiveness of psychological therapy***  
***Can talking about personal problems relieve suffering?***  
***Can relationships protect people from illness?***

**Readings:**

Chapter 16, Treatment of Psychological Disorders (pp. 624-655)

**April 20, Classes End**

**Exam 4, Saturday-Wednesday, April 20-24**

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

### PSY 101 Introductory Psychology Foundations - Social and Behavioral Sciences

#### Knowledge Student Learning Outcomes

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

#### Skills Student Learning Outcomes

**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 the strength of evidence.

**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.