Introductory Psychology (PSY 101), Fall 2023
Syllabus, Lab Manual, and Weekly Schedule
Sections 1 and 2 are Online, Asynchronously

Instructor: Jennifer Gross, Ph.D.

How to reach me:
1. Correspond via email (recommended): grossj@gvsu.edu.
2. Drop in/call me during my office hours on campus (recommended): 2319 ASH on Mondays, Wednesdays, and Fridays from 11 AM to Noon; and other times by appointment.
3. Meet via Zoom. Contact me via email to make arrangements.

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."[1] 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[2]. 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.[3] 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.[4]

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.

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

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

[3] 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.

[4] 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
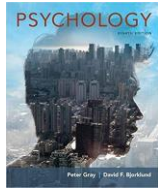
You have options for how to acquire the textbook. Pick the option that is <u>best</u> for you!

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, Sept. 8** and your student account will be refunded.

2. If you opt out of the above, rent/buy a <u>used</u> 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: 1) in lectures, 2) assigned readings, and 3) the laboratory assignments covered in class. You may pause at any time, and when ready, resume taking the 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. Please see the "Weekly Schedule" in the syllabus and the Calendar on Blackboard for laboratory assignments and due dates.

Virtual laboratories used in this class:

1. Online Psychology Lab (https://opl.apa.org/*)* for the majority of assigned labs.
2. https://www.psytoolkit.org/experiment-library/stroop.html; Backup: https://faculty.washington.edu/chudler/java/ready.html for the *Stroop Lab.*
3. https://implicit.harvard.edu/implicit/ for the *Implicit Association Test.*
4. http://psych.colorado.edu/~jclab/FPST.html for the *First-Person Shooter Task.*

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: 542525**
6. Record (e.g., screenshot; write down) your proof of completion (a.k.a., *ExperimentalResultsID*; e.g., 1597848239175) and any summary da**ta** 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.

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.*

*T*o 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).

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: ***F23 Introductory Psychology, 542525***
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	542525	Male	60	8/19/2020	55.979	L	5.47	14.95	

Laboratory Assignment Format: Answer the following eight (8) questions, <u>numbering</u> your responses. Write clearly, concisely, and with complete sentences. Choose your words carefully and check your grammar and spelling. I recommend preparing your responses in Word or another word-processing program. Submit your ***Lab Reports*** to Blackboard via the assignment links by the due date to receive full credit. You may submit lab reports up to two weeks early. 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

1. State the **name of the lab** and the **date of your participation.**
2. Provide your **proof of completion # (ExperimentalResultsID)** furnished at the end of the experiment. If not furnished, simply state this situation using a complete sentence.

3. Provide your **summary data**, either furnished automatically after the experiment or available for download at the host site.
4. Identify and explain the **independent and/or predictor variable(s).**
5. Identify and explain the **dependent variable(s).**
6. State the experimental **hypothesis**, and when possible, **determine** if your summary data are consistent with the **predicted outcomes**.
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 <u>not</u> to suggest the same *critique* for every lab.
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 <u>not</u> to suggest the same *future direction* for every lab.

Hint: The answers to many of these questions can be found at the host. See "**Description**".

Grading Rubric: Deductions are taken for: failing to provide all requested information (or failing to furnish an explanation for missing content), failing to provide a <u>unique critique</u> or <u>unique future direction</u> for each lab, submitting the assignment late, writing with incomplete sentences/spelling mistakes, or failing to number your responses in the lab report. Submit your lab reports to Blackboard via the assignment links by the due date to receive full credit. No email submissions will be accepted. You are encouraged to keep a copy of the laboratory assignment for your personal records (backup proof of completion; helpful when preparing for an exam). See the grading rubric below.

Criteria	Great job	Needs work
Required Content **40** possible points	**40 points** Contains all 8 pieces of information, or provides explanation for missing content.	**0 points** Missing content without explanation by student.
Align with goals		
Unique responses for #7 and #8 **20** possible points	**20 points** Provides unique critique of lab. Provides unique future direction.	**0 points** Fails to provide unique critique of lab or unique future direction.
Align with goals		
Due Date **30** possible points	**30 points** Submitted on time.	**0 points** Late.
Align with goals		
Grammar/Spelling/Numbering **10** possible points	**10 points** Uses complete sentences and proper spelling. Numbered responses.	**0 points** Has incomplete sentences, or spelling mistakes. Failed to number responses.
Align with goals		

Sample Lab Report:

1. The Ponzo Illusion lab was completed on 1/23/23.
2. My ExperimentalResultsID was 1580676026406.
3. My 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.
4. 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.
5. 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.
6. 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. 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 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.

<mark>Students must earn **four** EA credits for this requirement.</mark> 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 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 <mark>**December 9th @ 5:00 pm.**</mark>

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.

Weekly Schedule (Classes begin Monday, 9/28):

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). <mark>Be sure to consult the study guide when reading the textbook!</mark>

Lab (Friday, 9/1) In preparation for the weekly laboratory assignments, please familiarize yourself with the laboratory report format and virtual lab websites. Consider completing these weekly assignments well before their due dates to avoid the late penalty.

Week 2 Research Methods: *Does TV violence cause violence among viewers?*
Classical Conditioning: *The role of timing and contingencies.*

Labor Day Recess, September 3-4

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, 9/8) via http://opl.apa.org/
**Select "quit" to complete the lab after approximately 60 trials.
    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, 9/15) via https://www.psytoolkit.org/experiment-library/stroop.html
(Backup, if needed: https://faculty.washington.edu/chudler/java/ready.html)
* Be sure to write down your speed (reaction times) during the experiment.
        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)
        o General principles of motivation
        o Reward mechanisms of the brain

Exam 1, Friday, September 22

(EXAM 2 MATERIAL BEGINS HERE)

Lab #3 Lexical Decision (due Friday, 9/22) 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, 9/29) via http://opl.apa.org/
    Your Data:
    Background not present: The difference in pixels between the bottom and top line was
        ____; judging the top line to be ___ [longer/shorter] than it actually was.
    Background present: The 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, 10/6) via
http://opl.apa.org/
    Your Data:
    Time: ___ sec
    Audio # Correct (AUD): ___
    Visual # Correct (VIS): ___

Lab #6 Mental Rotation (due Friday, 10/6) 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, and fallacies.*
    Memory: *Strategies for improvement.*
    Attention: *Can you simultaneously talk on that cell phone and safely drive?*

    Readings (approx. 47 pages)**:**
Chapter 9, Memory, Attention, and Consciousness (pp. 310-357)

Lab #7 Self-Reference (due Friday, 10/13) 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, October 18

(EXAM 3 MATERIAL BEGINS HERE)

Readings (approx. 14 pages)**:**
Chapter 10, Reasoning and Intelligence (pp. 360-374 only)
    o How people reason 1: Analogies and induction
    o How people reason 2: Deduction and insight

Lab #8 Social Balance (due Friday, 10/20) 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.

Fall Break October 22-24

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 10/27) via http://opl.apa.org/
    Your Data:
    Condition: ____ [Control or 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)

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

Lab #10 First Impressions (due Friday, 11/3) 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, 11/3) via
      http://psych.colorado.edu/~jclab/FPST.html.
    Your Data: A chart of 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 need to belong?

Exam 3, Friday, November 10

Readings (approx. 28 pages)**:**
Chapter 14, Personality (pp. 536-554 and pp. 564-573 only)
- o Personality as behavior dispositions, or traits
- o Personality as adaptations to life condition
- o Personality as mental processes II: Social-cognitive views

Lab #12 One Implicit Association Test (IAT) of your choice at Project Implicit (due Friday, 11/10)
- • For **social** attitudes, go here: https://implicit.harvard.edu/implicit/
- • For **mental health** attitudes, go here: https://implicit.harvard.edu/implicit/user/pih/pih/preliminaryinfo.html
Summary data (#2 on the lab report) is typically a one-sentence summary of your attitudes.

    (**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)
- o   Methods of mapping the brain's behavioral functions
- o   How hormones interact with the nervous system

==**Lab #13 Word Recognition (due Friday, 11/17) 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: ـــــ [Right/Left]
Right: ـــ (proportion correct); Left: ـــ (proportion correct)

Week 13 Psychological Disorders: *The suffering mind: Forms of mental disorders*.
Social and genetic influences on schizophrenia and depression
Biology of Mind and Behavior: *Can depression result from a chemical imbalance?*
Worksheet: *Diagnosing Psychological Disorders*

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

==**Thanksgiving Break, November 22-26**==

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# 14 Mirror Drawing (due Friday, 12/1**) **via** http://opl.apa.org/==
==NOTE: Ideally, when tracing the star's outline, use your finger as a stylus on a trackpad or
touchscreen.==
Your Data:
Hand Preference: ـــــ [Right/Left]
Time for Left: ـــــ sec; Time for Right: ـــــ sec

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)

http://opl.apa.org/
Your Data:
Hand Preference: ___
Number Correct Left Ear: ___; Number Correct Right Ear: ___
Total Trials Per Ear: ___

December 9, Classes End

Exam 4, Monday-Wednesday, December 11-13

9. was present, compared to only 4.04% longer when there was no background.
10. 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.
11. 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.

Laboratory Assignment Grade:
Deductions are taken for: failing to provide all requested information (or furnishing an explanation for missing content), failing to provide a unique critique or unique future direction for each lab, submitting the assignment late, writing with incomplete sentences/spelling mistakes, or failing to number your responses in the lab report. See the grading rubric below.

Criteria	Great job	Needs work
Required Content **40** possible points	**40 points** Contains all 8 pieces of information, or provides explanation for missing content.	**0 points** Missing content witho explanation by studen
Align with goals		
Unique responses for #7 and #8 **20** possible points	**20 points** Provides unique critique of lab. Provides unique future direction.	**0 points** Fails to provide unique of lab or unique future direction.
Align with goals		
Due Date **30** possible points	**30 points** Submitted on time.	**0 points** Late.
Align with goals		
Grammar/Spelling/Numbering **10** possible points	**10 points** Uses complete sentences and proper spelling. Numbered responses.	**0 points** Has incomplete senten spelling mistakes. Fail number responses.
Align with goals		

Weekly Schedule (Classes begin Monday, 9/28):

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, 9/1) In preparation for the weekly laboratory assignments, please familiarize yourself with the laboratory report format and virtual lab websites. Consider completing these weekly assignments well before their due dates to avoid the late penalty.

Week 2 Research Methods: *Does TV violence cause violence among viewers?*
Classical Conditioning: *The role of timing and contingencies.*

Labor Day Recess, September 3-4

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, 9/8) via http://opl.apa.org/
**Select "quit" to complete the lab after approximately 60 trials.
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, 9/15) via https://www.psytoolkit.org/experiment-library/stroop.html
(Backup, if needed: https://faculty.washington.edu/chudler/java/ready.html)
* Be sure to write down your speed (reaction times) during the experiment.
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, September 22

(EXAM 2 MATERIAL BEGINS HERE)

Lab #3 Lexical Decision (due Friday, 9/22) 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, 9/29) via http://opl.apa.org/
  Your Data:
  Background not present: The difference in pixels between the bottom and top line was
      ____; judging the top line to be ___ [longer/shorter] than it was.
  Background present: The difference in pixels between the bottom and top line was ____;
      judging the top line to be ___ [longer/shorter] than it 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, 10/6) via
http://opl.apa.org/
  Your Data:
  Time: ___ sec
  Audio # Correct (AUD): ___
  Visual # Correct (VIS): ___

Lab #6 Mental Rotation (due Friday, 10/6) 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, and fallacies.*
        Memory: *Strategies for improvement.*
        Attention*: Can you simultaneously talk on that cell phone and safely drive?*

    Readings (approx. 47 pages)**:**
    Chapter 9, Memory, Attention, and Consciousness (pp. 310-357)

    Lab #7 Self-Reference (due Friday, 10/13) 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, October 18

    (EXAM 3 MATERIAL BEGINS HERE)

    Readings (approx. 14 pages)**:**
    Chapter 10, Reasoning and Intelligence (pp. 360-374 only)
       o   How people reason 1: Analogies and induction
       o   How people reason 2: Deduction and insight

    Lab #8 Social Balance (due Friday, 10/20) 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.

Fall Break October 22-24

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 10/27) via http://opl.apa.org/
  Your Data:
  Condition: _____ [Control or 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)
   o Infancy: Using caregivers as a base for growth
   o Helping, comforting, and learning from others
   o Parenting styles
   o Roles of play in gender development

Lab #10 First Impressions (due Friday, 11/3) 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, 11/3) via
   http://psych.colorado.edu/~jclab/FPST.html.
  Your Data: A chart of 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 need to belong?

Exam 3, Friday, November 10

  Readings (approx. 28 pages)**:**
  Chapter 14, Personality (pp. 536-554 and pp. 564-573 only)
   o Personality as behavior dispositions, or traits
   o Personality as adaptations to life condition
   o Personality as mental processes II: Social-cognitive views

==**Lab #12 One Implicit Association Test (IAT) of your choice at Project Implicit (due Friday, 11/10)**==

- For **<u>social</u>** attitudes, go here: https://implicit.harvard.edu/implicit/
- For **<u>mental health</u>** attitudes, go here: https://implicit.harvard.edu/implicit/user/pih/pih/preliminaryinfo.html

Summary data (#2 on the lab report) is typically a one-sentence summary of your attitudes.

(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, 11/17) 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 on schizophrenia and depression
Biology of Mind and Behavior: *Can depression result from a chemical imbalance?*
Worksheet: *Diagnosing Psychological Disorders*

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

==**Thanksgiving Break, November 22-26**==

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# 14 Mirror Drawing (due Friday, 12/1**) **via**== http://opl.apa.org/

<mark>NOTE: Ideally, when tracing the star's outline, use your finger as a stylus on a trackpad or touchscreen</mark>.

Your Data:
Hand Preference: _____ [Right/Left]
Time for Left: _____ sec; Time for Right: _____ sec

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)

<mark>**Lab #15 Dichotic Listening (NOTE: requires headphones) (due Friday, 12/8)**</mark> via
http://opl.apa.org/
Your Data:
Hand Preference: ____
Number Correct Left Ear: ____; Number Correct Right Ear: ____
Total Trials Per Ear: ____

<mark>**December 9, Classes End**</mark>

<mark>**Exam 4, Monday-Wednesday, December 11-13**</mark>

The mission of the Grand Valley State University General Education Program is to provide a broad-based liberal education experience that fosters lifelong learning and informed citizenship. The program prepares students for intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national, and global communities.

PSY 101 Introductory Psychology
Foundations - Social and Behavioral Sciences

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. Weigh and apply ideas and claims from the social and behavioral sciences outside the classroom
4. Critical Thinking – use systematic reasoning to examine and evaluate information and ideas and then synthesize conclusions to propose new perspectives and solutions. Students will:
   - Assess relevant information, perspectives and assumptions.
   - Construct logical conclusions based on reason and evidence.
   - Formulate novel approaches or create innovative interpretations.
   - Evaluate the proposed ideas or approaches.
5. Ethical Reasoning – use a decision-making process based on defining systems of value. Students will:
   - Recognize ethical issues when presented in a complex situation.
   - Demonstrate understanding of key concepts and principles underlying various systems of reasoning.
   - Participate in activities that engage them in ethical reasoning.
   - Demonstrate the ability to deal constructively with ambiguity and disagreement.