Introductory Psychology (PSY 101), Winter 2015
Syllabus and Lab Manual

Section 1, 8-8:50 AM, Monday, Wednesday, Friday, 164 Lake Ontario Hall
Section 6, 9-9:50 AM, Monday, Wednesday, Friday, 148 Honors College

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Office Hours: 10-11 AM Wednesdays & 1-2 PM Fridays; and by appointment. Students with appointments have priority over walk-ins.
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Course Description:
Three themes capture our quest into all things psychological. Despite the breadth and diversity of the field, ranging from the anatomy of the eye, to forms of psychopathology, to psychology’s insights on user-friendly product 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 determine the validity of commonly made assertions (e.g., “Is watching TV violence really harmless?”). With scientific scrutiny, you can critically evaluate advertising claims, propaganda, and other persuasive appeals. For example, are there really different “learning styles” (the idea that individuals differ in what mode of instruction is more effective, so instruction should be tailored accordingly). Despite widely-held beliefs, and a thriving industry of educational materials tailored to meet such needs, hot-of-the-press research concludes “that at present, there is no adequate evidence base to justify incorporating learning styles assessments into general educational practice.”¹

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 behavior fosters avoidance of simplistic explanations for human 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 the affliction, depression, which 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. Fix the imbalance, alleviate the condition. Such a hypothesis is simplistic and wanting. For one, this naïve hypothesis fails to recognize the role of negative life events as risk factors for depression.² 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.³

Finally, by scientifically answering questions like, “should I take Ginkgo Biloba to prepare for my next exam?” and “can stress increase my susceptibility to colds?” Psychology has a practical impact on everyday life—which is Theme 3.

Course homepage on Blackboard (mybb.gvsu.edu) contains:
1. Documents: Syllabus, lecture notes, readings, study guides, worksheets, and more.
2. Assignments:
   a. Weekly laboratory assignments.
   b. Low-stakes quiz, when opportunity is announced at end of semester.
3. Announcements: Important updates and reminders.

Weekly laboratory participation via APA Online Psychology (OPL): http://opl.apa.org/

Lab ID: 7897

ISBN (10)#: 1429219475 or ISBN (13)#: 9781429219471

(Optional as Hardcover/Softcover/E-book/Loose-leaf).

Optional readings: These readings are really optional, and have been provided should you seek additional details about the studies presented in lecture.

Course Grade Formula:
Course grades will be based on scores from the following, weighted activities:
- Examination #1 20%
- Examination #2 20%
- Examination #3 20%
- Examination #4 20%
- Laboratory Participation by Due Date 20%
- Enrichment Activities -12 to +12 percentage points subtracted from/added to one exam score
- Low-stakes Quiz +5 percentage points added to one exam score

Letter Grades will be calculated according to the following scale:
- A 93-100%
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C+ 77-79%
- C 73-76%
- C- 70-72%
- D+ 67-69%
- D 60-66%
- F Below 60

Course Attendance:
Although role is not taken, you are expected to attend class. Students who do well in the class attend regularly. By attending class, you benefit by hearing unique content presented exclusively in lecture.
Forms of Evaluation I-III:

I. Exams:
   To formally assess your understanding of course material, there will be four exams, including a noncumulative final exam. Exam questions will be based on assigned readings, lectures, and the APA Online laboratory assignments. 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 major life events (e.g., romantic breakup). Please email the professor (ideally) before a missed exam to explain the situation, and request permission for an alternate exam date.

II. Weekly Laboratory Participation via APA Online Psychology Lab (OPL) (http://opl.apa.org/):

   The goal of this laboratory component 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. You may complete the weekly experiments by using the GVSU computer labs (recommended), or your own computer. Working on a GVSU computer, open the “Psychology Folder” on the desktop, then open the “Online Psychology Lab.” If using your own computer, you will need to 1) download the required, complimentary software available at host site, and 2) allow pop-ups from the host site. A few labs require headphones, so please plan accordingly.

   For each lab, you are expected to understand: the theoretical motivation; methods and procedures including the independent and dependent variables; predicted results (i.e., the experimental hypothesis); and potential limitations. The answers to most of these questions can be found at the host site by choosing one of two options (“No, but tell me more about this experiment” or “Read about studies”). Finally, you are expected to understand how the weekly labs are related to class material.

   To receive credit, submit proof of completion to Blackboard by midnight on the due date posted in the Weekly Schedule. You are encouraged to submit proof of completion up to two weeks early for maximum flexibility. LATE labs will receive ½ credit. NO email submissions will be accepted. Keep a copy of the assignment for your personal records.

   Take the shortcut when submitting proof of completion. Type the following directly onto the ‘Assignment Submission’ in Blackboard: Date of Completion, UserId, Your Data. If proof of completion is an attached document, please include all requested information below.

   1. Your name
   2. Name of Lab (e.g., Monty Hall; Stroop)
   3. Date of Completion
   4. UserID (e.g., 47981), furnished with a big red check mark upon completion of each experiment. Careful, this proof of completion pops-up only once from the host site. Copy # immediately.
   5. Your Data. Some labs automatically provide a summary of your individualized performance upon completion of the experiment. For example, the Monty Hall Lab gives feedback about your “wins” and “losses” after every trial (at the bottom of computer screen). When your individualized results are not provided, use your UserID to look up your results in the Data at the OPL site. See the instructions ‘To Retrieve Data’ elsewhere in the syllabus. Never report ‘Trial-by-trial data.’

   NOTE: Participation in all assigned labs is expected. Thus, failure to complete an assigned lab results in a corresponding grade deduction (as shown in the following Laboratory Participation Grade schedule).
**Laboratory Participation Grade** will be awarded, according to the following schedule:

<table>
<thead>
<tr>
<th>Number of Labs</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>15 (of 15)</td>
<td>100%</td>
</tr>
<tr>
<td>14</td>
<td>93%</td>
</tr>
<tr>
<td>13</td>
<td>87%</td>
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<tr>
<td>12</td>
<td>80%</td>
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<tr>
<td>11</td>
<td>73%</td>
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<tr>
<td>10</td>
<td>67%</td>
</tr>
<tr>
<td>9</td>
<td>60%</td>
</tr>
<tr>
<td>8 or fewer</td>
<td>50%</td>
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**Instructions for getting started with Online Psychology Lab** ([http://opl.apa.org/](http://opl.apa.org/)):

1. Working from a GVSU computer lab, look for and open the ‘Application Folder’ on the desktop.
2. Next, open the ‘Psychology Folder’.
3. Launch the Online Psychology Lab ([http://opl.apa.org/](http://opl.apa.org/)). If working from your own computer, be sure to download Adobe Flash plugin (available at host site) and permit pop-ups from host site before launching a lab.
4. Select ‘Students Begin Here’ and then select assigned experiment.
5. Enter class ID: **7897**
6. Enter requested demographic information (e.g., age, handedness) to proceed with experiment.
7. Upon completion of the experiment, write down the **UserId** (e.g., 47981) furnished with a big red check mark upon completion of each experiment.

To retrieve data, select the ‘Data’ tab on the homepage of the Online Psychology Lab ([http://opl.apa.org/](http://opl.apa.org/)):

8. Select ‘data format’ by scrolling down to ‘Microsoft Excel’.
9. Select the name of the experiment by scrolling through options.
10. Select our class **‘Grand Valley State University-PSY 101, W15 (7897)’** from the list.
11. Select ‘Download Data’ option. An Excel data file will open in a separate tab.
Forms of Evaluation I-III (Cont.):

III. Enrichment Activities: Learning about Psychological Research

Students are required to participate in activities designed to acquaint them with the nature and variety of research in psychology. Students participate in four research-related enrichment activities. There are two different kinds of enrichment activities, and students can opt which to do. Option 1 involves participating in research studies, while Option 2 involves reading and writing about papers that report research in scholarly journals. Students can meet the requirement by doing multiple versions of either option, including mixing activities from the two options to earn the required 4 enrichment activity points. The table below shows how the earned enrichment activity credits are applied to an exam score. Please note the corresponding deductions for failure to earn the required points.

<table>
<thead>
<tr>
<th>Earned enrichment activity credits</th>
<th>Percentage points applied to an exam score</th>
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<tbody>
<tr>
<td>0</td>
<td>-12</td>
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<tr>
<td>1</td>
<td>-9</td>
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<tr>
<td>2</td>
<td>0</td>
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<td>3</td>
<td>6</td>
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<td>4</td>
<td>12</td>
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Option 1: Participating in Psychological Research

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

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

Prescreening Survey
An on-line prescreening questionnaire is available during the first two weeks of the semester. Completing this survey counts as one Enrichment Activity. It will appear the first time that you log into the Study Scheduling System, and you can access it from your My Profile page. If you opt to complete the survey, plan to complete it in a single, one-hour sitting.

Several of the studies taking place later in the semester determine eligibility according to the responses on the Pre-Screening Survey, so completing it may increase the number of studies you will be eligible to choose. (You will receive invitations based on the Pre-Screening responses.)
The last date to participate in the prescreening survey is Tuesday, January 20.

Participating in Studies

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

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

If you sign up for a study but cannot attend, please cancel your session on-line. Each hour, or fraction of an hour, participating in studies counts as one Enrichment Activity.

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

Need Help?
For assistance registering for studies, please contact Nicole O’Leary, the Psychology Subject Pool Secretary, who can be reached in the Psychology Department Office (2224 Au Sable Hall, 616-331-2195), or by sending an email to: psychlab@gvsu.edu.

Option 1 Deadline: The last day to participate in studies is Tuesday, April 14.

Option 2: Reading and Writing about Research in Scholarly Journals

A second Enrichment Activity option is to read a selected journal article and then write a brief report on the article. Each brief report on an article counts as one Enrichment Activity.

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

Objective
The objective of this assignment is to broaden your understanding of psychological research, and how it is conducted. This is important because psychology, as a science, is based on research. To understand psychology, it is important to understand its scientific basis.

Selecting an Article
Choose a current article, published in 2013 or 2014, that reports an empirical psychological study. (i.e. one that is based on the collection of data. Reviews, meta-analyses, and other comparisons of studies from separate researchers are not appropriate for this assignment. Your article should include sections labeled “Methods” and
“Results.”) Note that there are other journals, not acceptable for this assignment, which have misleadingly similar names. Make sure the title of the journal matches exactly one on this list:

- Behavioral Neuroscience
- Developmental Psychology
- Experimental and Clinical Psychopharmacology
- Health Psychology
- Journal of Abnormal Psychology
- Journal of Applied Psychology
- Journal of Comparative Psychology
- Journal of Consulting and Clinical Psychology
- Journal of Counseling Psychology
- Journal of Educational Psychology
- Journal of Experimental Psychology: General
- Journal of Experimental Psychology: Animal Behavior Processes
- Journal of Experimental Psychology: Applied
- Journal of Experimental Psychology: Human Perception and Performance
- Journal of Experimental Psychology: Learning, Memory, and Cognition
- Journal of Personality and Social Psychology
- Neuropsychology
- Psychological Science
- Psychology and Aging
- Psychology of Women Quarterly

**Finding the Journals**
Most of the journals are available electronically through databases you can access through the GVSU Library website. You can learn how to access the journals by watching a video, *Finding Journal Titles in the GVSU Libraries*, which is located on the Recommended Journals tab of [http://libguides.gvsu.edu/psych](http://libguides.gvsu.edu/psych). Access the journals only through the GVSU Library, not other sources or websites, as such materials may be incomplete or from the wrong journal. For library assistance, contact Gayle Schaub, Liberal Arts Librarian (616-331-2629, schaubg@gvsu.edu).

**Documenting Your Reading**
Write a brief, double-spaced paper summarizing the article. The body of your essay should contain three sections, each between 100-300 words. Start each of the three sections with a heading, copying the exact words for each heading described below. Under each heading write a well-organized paragraph that specifically addresses the question posed in the heading:

1. **What question or questions does the article address?**

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

3. **What answers does the article provide?**

**The Paper Must Be Your Own Work and Written in Your Own Words**
At the core of Grand Valley State University’s policy on plagiarism (described in the catalog and in the Student Code) is the principle that “any ideas or material taken from another source… must be fully acknowledged.” This means that your paper must be written strictly in your own words, and it must acknowledge any ideas that you take from another source. Avoid quoting from the article, but any phrases quoted must be placed in quotation marks, even if the phrases are only two or three words long. Words or ideas borrowed from a source
other than the target article should be acknowledged and completely referenced. If you turn in a paper that violates this policy, you may receive a failing grade for the course.

Required Identifying Information
At the top left-hand corner of the first page of your summary, put your name, your student number (G-number), your professor’s name, your section, and the date. Immediately below this, provide a full reference to the article, with the information in the following order: Names of all authors (last name, comma, initials), the year of publication (in parentheses), the exact title of the article, the full name of the journal, the volume number, and the page numbers. This reference information must be complete and accurate for you to receive credit for the paper.

To the back of your summary, staple a photocopy of the first page of the article that you read. Make sure that the photocopy includes the exact name of the journal, the title of the paper, the volume number, the page numbers, and the abstract and first paragraph of the article. If you copy from the printed journal, all of the required information will usually be on the first page of the article, but if you download the article from a library database, you may have to print several pages to make sure all the required information is present.

Credit/No Credit Grading of Papers
The papers will be graded on a Credit/No Credit basis. No partial credit will be given. Most papers that receive a failing grade are ones where the writer fails to follow the instructions. Double-check your paper before you submit it, to make sure it conforms exactly to all the rules described above. See ‘Grade Sheet for Enrichment Activities Option 2’.

Option 2 Deadline: The last day to submit Option 2 papers is Friday, April 17.

Grading Rubric for Enrichment Activity Option 2: Papers on Research in Scholarly Journals

Circle Grade: Credit or No Credit (No partial credit)

_____ Be sure that the paper is your own work and written in your own words. Do not copy or paraphrase the abstract. The paper should be double-spaced.
_____ Choose a current article, published in 2014 or 2015.
_____ Take care that the article reports on an empirical psychological study (i.e. one that is based on the collection of data. Reviews & meta-analyses are not appropriate for this assignment.
_____ Make sure the title of the journal matches exactly one on the list provided.
_____ Use these exact words as headings for the three sections of the paper.
1. What question or questions does the article address?
2. Why are the question(s) that the article addresses important ones to consider?
3. What answers does the article provide?
_____ Write a well-organized paragraph of 100-300 words under each heading that specifically addresses the question posed in the heading.
_____ Provide required identifying information (Name, G-number, Professor’s name, Section, and the date).
_____ Provide a full, accurate reference to the article (i.e., names of all authors [last name, comma, initials], the year of publication [in parentheses], the exact title of the article, the full name of the journal, the volume number, and the page numbers)
_____ Staple a photocopy of the first page of the article that you read to the back of your summary. Make sure that the photocopy includes the exact name of the journal, the title of the paper, the volume number, the page numbers, and the abstract and first paragraph of the article.
**Weekly Schedule:**

**Week 1**  
**Introduction:** What constitutes science?  
**Research Methods:** Experimental tools—Correlations and Experiments
Testing washing machines relies on same scientific methods as does testing the mind

**Reading:**  
pp. 1-25, Chapter 1, Foundations for the Study of Psychology
pp. 27-49, Chapter 2, Methods of Psychology


**Qs for exam:** In a commitment to scientifically-validated practices, should we carefully govern the kinds of media being watched and games being played by our children? Specifically, is exposure to violence really harmless, based on Bushman and Anderson’s (2009) research? Include “desensitization,” “cognitive outcomes,” and “affective outcomes” in your answer. As adults, are we less vulnerable to exposure to violence than are children? If the violence portrayed in media is make-believe (video games; corny television shows), are the consequences of viewing less harmful? If the exposure to violence is brief, say 20 minutes, are the effects less worrisome? Be sure to defend your answers by including Bushman and Anderson’s (2009) findings. Finally, imagine you’re given a position in the Executive Office of the President of the United States of America. Your assignment is to foster national, if not worldwide, compassion. Name one change you would make to media, based on credible, scientific evidence.

**Lab (Friday, 1/9):** In preparation for the weekly laboratory assignments, please familiarize yourself with the APA Online Psychology website at: [http://opl.apa.org/](http://opl.apa.org/). See ‘Instructions for getting started with Online Psychology Lab (OPL)’.

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

**Reading:**  
pp. A1-A8, Statistical Appendix
pp. 93-119 and pp. 128-135, Chapter 4, Basic Processes of Learning


**Lab #1 Monty Hall (due Friday, 1/16)**  
(Select “quit” to complete lab after at least 40 total trials, comprised of 20 “Stay” and 20 “Switch”)

**Your Data:**
When you stayed with your first door choice, what percentage of times did you win the grand prize?
When you switched to a new door, what percentage of times did you win the grand prize?
The Monty Hall Lab was inspired by a television game show called, *Let's Make a Deal*, hosted by Monty Hall, first airing in 1963. In the television game show, contestants won BIG prizes if they correctly picked one (of three) doors, behind which the grand prize (e.g., a car) was hidden. Two of the doors, when opened, revealed booby prizes (e.g., a month’s worth of Comet cleanser; a scrawny goat). In the show, after each contestant made her/his initial door choice, Monty opened one of two non-chosen doors to reveal a booby-prize. Then, Monty typically offered each contestant the option to **STAY** with his/her first door-choice, or to **CHANGE** by picking the other (non-revealed) door.

**Qs for exam:** If you were a contestant on the show, would you **STAY** with your first door choice or **CHANGE** to another door, if given the opportunity? Are your odds at winning the grand prize better if you **STAY** or **CHANGE**? In the lab, were your door choices influenced by probabilities? If not, what governed your door selection? The answers to these questions are television history. Check out the puzzler. Amusement guaranteed! (A fun simulation of the lab is available here: [http://www.nytimes.com/2008/04/08/science/08monty.html?_r=1](http://www.nytimes.com/2008/04/08/science/08monty.html?_r=1))

**Week 3**

- **Classical Conditioning:** *How do we learn to like, or dislike, something?*
- **Operant Conditioning:** *The power of consequences!*
- **Worksheet:** *Operant conditioning in daily life*

**Reading:** pp. 185-201, Chapter 6, Mechanisms of Motivation and Emotion
pp. 51-77, Chapter 3, Genetic and Evolutionary Foundations of Behavior


**Lab #2** **Stroop** (due Friday, 1/23) via Online Psychology Lab (when possible) or alternate site: [https://faculty.washington.edu/chudler/java/ready.html](https://faculty.washington.edu/chudler/java/ready.html)

**Your Data from OPL:**
- Congruent Words RT: ____; Accuracy: ____
- Incongruent Words RT: ____; Accuracy: ____

**Your Data from alternate site:**
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 Time) ____

**Qs for exam:** Can you stop from reading billboards plastered along highways? To fully answer this question, tell me what behavior was automatic (i.e., uncontrollable) in the Stroop experiment? What behavior was controlled (i.e., stoppable) in the experiment? Under what condition was your performance facilitated (made
faster)? When did your performance suffer from interference effects (made slower and more error-prone)? Can you clarify the role of practice in the acquisition of automatic behaviors?

Week 4  Operant Conditioning: *Can we reduce human suffering through conditioning?*
In-class movie (time-permitting): *The Dog Nose Knows, or The Behavioral Treatment of Autistic Children*

Exam 1, Friday, 1/30

(EXAM 2 MATERIAL BEGINS HERE)


Lab #3  Lexical Decision Making (due Friday, 1/30)

**Your Data:**
Related Accuracy: Words= ___%; Nonwords= ___%
Related Reaction Time: Words= ___ sec; Nonwords= ___ sec
Unrelated Accuracy: Words= ___%; Nonwords= ___%
Unrelated Reaction Time: Words= ___ sec; Nonwords= ___ sec

**Qs for exam:** How is our mental dictionary similar to, and different from, a physical dictionary? You have a vocabulary in excess of 60,000 words stored in a mental dictionary. However, within fractions of a second, you can easily decide if “rimmelnode” is word you know. How might you do that? You may be fooled when asked, “how many animals of each kind did Moses take on the ark?” However, you are not fooled if “Moses” is replaced with “Nixon.” Why not? Dictionaries alphabetically organize entries. Based on the experimental findings from the Lexical Decision Making Lab, how is information organized in our mental dictionary? What is the role of “context” (i.e., priming) in the lab? What appears to automatically spread in our minds? By the way, why did the experiment include “non-words” (fake words)?

How is the Lexical Decision Making Lab related to Siegel’s (2005) article on drug addiction? Be sure to provide a conceptual link between the contingencies in the Lexical Decision Making Lab and the contingencies in addiction. Include the role of external and internal cues, and the concept of “spreading activation” in your answer. How does tolerance develop? Explain the power of context (situational-specificity) in the maintenance of addiction? What are the goals of cue-exposure therapies, and what makes addiction so difficult to treat? Tell me, do you think addiction boils down to the lack of self control?

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

**Reading:** pp. 269-307, Chapter 8, *The Psychology of Vision*
pp. 231-267, Chapter 7, *Smell, Taste, Pain, Hearing and Psychophysics*


Lab #4  Ponzo Illusion (due Friday, 2/6)

**Your Data:**
Background present: Adjusted lower line to an average of ___% longer than the top line; judging the top line to be ___ [longer/shorter] than it actually was.

Background not present: Adjusted lower line to an average of ___% longer than the top line; judging the top line to be ___ [longer/shorter] than it actually was.

**Qs for exam:** Is perception veridical (truthful)? What do visual illusions reveal about perception? Incorporate this week’s lab in your answer, and identify the visual features that led to perceptual misjudgments. How is understanding the world an interaction of “sensation (bottom-up processing)” and “perception (top down processing)”? In what sense, and under what sort of circumstances, might “errors” such as perceptual misjudgments be problematic? When might these illusions be useful? Support your answers by generating novel examples of 1) a beneficial perceptual misjudgment, and 2) a deleterious one.

For fun… How well can you judge gender based on motion cues? Go here to find out: [http://www.biomotionlab.ca/Experiments/BMLmdsex/](http://www.biomotionlab.ca/Experiments/BMLmdsex/)

Poke around the website to see other cool demos.

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

**Memory: Memory feats, foibles, and fallacies.**

**Reading:** pp. 309-349, Chapter 9, Memory and Consciousness


**Lab #5 Numerical Memory (NOTE: requires headphones) (due Friday, 2/13)**

**Your Data:**

Time: ___ sec

Audio # Correct (AUD): ___

Visual # Correct (VIS): ___

**Lab #6 Mental Rotation (due Friday, 2/13)**

**Your Data:**

(Copy and paste your data line from OPL site)

ANG0COR ANG0TIME DANG0COR DANG0TIME …etc.

_____ _____ _____ _____

**Lab #5 Qs for exam:** Explain this statement, “Short-term memory is the primary bottleneck in human information processing.” Short-term (a.k.a., Working) Memory is conceptualized as a limited storage space that operates for a brief duration. (In contrast, Long-term Memory is conceptualized as a permanent repository with vast capacity, yet prone to retrieval difficulties.) How do the experimental findings of the Numerical Memory Lab elucidate the characteristics of the hear-and-now-memory? That is, what is the capacity of short-term working memory for spoken material? For visually-presented material? What modality (visual vs. auditory) produced longer “spans,” and speculate on what might account this pattern of findings? Are the spans for both modalities consistent with Miller’s Magical Number? Besides number of items presented, what other factors influence the capacity (digit span length) of short-term memory? For example, did you engage in any strategic rehearsal process to remember the digits? Explain.

More generally, do you think you have limited memory to focus on the hear-and-now? How might this attentional “bottleneck” affect your ability to do two things simultaneously? Imagine that you had to complete
the lab again, but this time, you were asked to hold the digits in temporary memory while simultaneously saying repeatedly “blah, blah, blah...” (i.e., an articulatory suppression task) until prompted to recall the digits. What would this articulatory suppression task actually suppress? My daughter insists that she can do her homework while simultaneously watching television. I disagree. Explain how the Numerical Memory Lab’s findings offer support for mom’s intuition.

Lab #6 Qs for exam: Some memories are described as picture-like. Let’s try to elicit this type of memory in you. How many windows are on the front of your residence? In which hand does the Statue of Liberty hold the torch? To answer these questions, most report “seeing” a visual image. What was your phenomenological experience when answering these questions? Could your “memory” be wrong regarding the number of windows at your residence and the Statue of Liberty’s handedness? Our subjective experience about the form of a mental image is not necessarily veridical (truthful). For example, if we look at a scene, we see height, width, and depth (3-dimensions). Yet, our retinas (in the back of the eyes) only record 2-dimensions, similar to how only two dimensions are captured by a “flat” photo. The third dimension of depth is restored by our minds. Thus, there is good reason to be skeptical about introspective evidence.

Instead of relying on introspections, how did the Mental Rotation experiment explore “mental images” in a scientific way? According to Shepard and colleagues’ Mental Rotation experiments, if it takes you one second to mentally rotate an object thirty degrees, how long will it take you to mentally rotate the object sixty degrees? What are the implications (i.e., take home message) of Shepard and colleague’s mental rotations experiments? How could a researcher redesign the Mental Rotation experiment to examine if blind participants could perform mental rotation? Could such a version of the Mental Rotation experiment with blind participants potentially settle the debate about whether there are really “pictures” in our heads?

Week 7 Memory: Strategies for improvement.
Thinking: Rational and seemingly irrational thought investigated.

Reading: pp. 351-374, Chapter 10, Reasoning and Intelligence

Lab #7 Self Reference (due Friday, 2/20)

Your Data:
Self Hit Rate (SELF HR): ___
Self False Alarm Rate (SELF FAR): ___
Self Discrimination Index (SELF DI): ___
E-word Hit Rate (EWORD HR): ___
E-word False Alarm Rate (EWORD FAR): ___
E-word Discrimination Index (EWORD DI): ___
My data is ____ [consistent/inconsistent] with the hypothesis because the ratio of hits to misses for self-reference words is ____ [greater/less] for E-words.

Qs for exam: In the movie Memento (2000), the lead character is a man suffering from anterograde amnesia, unable to form new memories since his wife died. Thus, he cannot remember new names, dates, faces, and events. Rehearsal has no long-term effects on retention in his memory. When momentarily distracted, this amnesiac will completely forget what he has been holding in temporary, conscious memory. To hunt down his wife’s killer, the amnesiac makes up for his inability to retain new information by annotating instant snapshots, compiling sticky notes, and consulting his permanent record in the form of tattoos.
Commonly, people complain about the inability to remember the name of someone just introduced—a la Memento style. Based on: 1) the Self-Reference Lab, 2) Craik and Tulving’s (1975) research on Depth (Levels) of Processing (see textbook), and 3) McDaniel and colleagues’ (2009) research on the effectiveness of the 3R technique, offer science-based advice on how to minimize the “just-forgot-the-name” phenomenon. Be specific about the processes that influence the movement of information from short-term to long-term storage? Include the concepts of “elaboration,” “organization,” and the power of a well-developed construct of self or intimate other in your answer. Be sure to identify the mnemonic benefits of the 3R technique.

**Week 8  Attention:**  
*Can you simultaneously talk on that cell phone and safely drive, really?*

**Exam 2, Wednesday, 2/25**

(EXAM 3 MATERIAL BEGINS HERE)


**Lab #8  Facial Recognition (due Friday, 2/27)**

**Your Data:**
Condition: ____ [Control / Experimental]
Day 1:
Hits: ___; Misses: ___; False alarms: ___; Correct rejections: ___
Discrimination index (DI): ___
Day 2:
Hits: ___; Misses: ___; False alarms: ___; Correct rejections: ___
Discrimination index (DI): ___

**qs for exam:** Imagine that you are a member of a jury deliberating a criminal case. The only evidence against the defendant is the testimony of an eyewitness who, under cross-examination, reported that the defendant was at the scene of the crime. The night before the jury’s final deliberations, you completed this lab assignment (so the relevant research is fresh in your mind). To your fellow jury members, explain the purpose of the Facial Recognition lab. In your oration, explain the “discrimination index,” and how this estimate is calculated differently than simple judgments of “old” and “new.” Explain the “source monitoring error.” Do the experimental findings reveal this type of recognition error? How are all these issues related to the criminal case?

**Drop Deadline - Grade W, March 6**

**Week 9—Spring Break!!—March 1-8**

**Week 10  Social:** *Subtle, unconscious ways in which the social world shapes how we act and think*.  
Zajonc’s (1960) concepts of balance, congruity, and dissonance.
Reading: pp. 511-547, Chapter 14, Social Influences on Behavior


Lab #9 Social Balance (due Friday, 3/13)

Your Data:
(Copy and paste your data from OPL site.)
Likes—Dislikes: ___
Likes—Loves: ___
Likes—Hates: ___
Likes—Likes: ___
Likes—Neutral: ___; ….. etc.

Qs for exam: Would you be more prone to litter on campus (e.g., throw items from the Little Mac Bridge into the ravine), if you just witnessed students cheating on an exam? To help answer this question, begin with these: What was the role of environmental influences on disorderly behavior, as demonstrated by Keizer & colleague’s (2008) experimental findings? Does the mere presence of graffiti, littering, or other acts of vandalism trigger disorderly behavior and petty crimes? Be specific. What evidence in the study supports the “cross-norm inhibition effect”? Could fixing the “broken window” (so to speak) fix the problem? Finally, name one change/movement on campus that could potentially reduce an unwanted disorderly student behavior on campus.

Week 11 Social: Cognitive processes in prejudice.
In-class Film: Obedience

Reading: pp. 475-509, Chapter 13, Social Perception and Attitudes
pp. 220-229, Chapter 3, Foundations for Understanding Emotions

Lab #10 First Impressions (due Friday, 3/20)

Your Data:
Alphas (A)
Sum of Positive: ___
Sum of Negative: ___
Percent of Negative: ___% 
Betas (B)
Sum of Positive: ___
Sum of Negative: ___
Percent of Negative: ___%

Qs for exam: Would you be more willing to inflict pain on another if requested to do so by a legitimate authority figure (i.e., a professor on campus)? To answer this question, consider that Stanley Milgram in 1961 began a series of experiments to measure the willingness of ordinary people recruited from the local paper to obey an authority figure (see textbook). Milgram’s studies were motivated by the horrific acts of World War II, in which thousands of people complied to do harm to others. Milgram wondered what environmental conditions would compel so many people to participate in the atrocities of Nazi Germany? In his experiments, citizens
under the ruse of performing the role of a teacher were asked to punish a learner’s memory mistakes. What environmental influences in Milgram’s obedience experiments compelled ordinary people to comply? In your answer, explain “foot-in-the-door” technique and “cognitive dissonance.” In proposed follow-up experiments, what changes could be made to the experimental environment to increase compliance with, and decrease compliance with, the request to punish the learner? Finally, name one contemporary example of obedience to authority that resulted in ordinary people doing harm to others.

Week 12
Personality: Cognitive processes in personality.
Social and Emotional Development.
Do parent-child attachments become part of personality?
Do we have a need to belong?

Reading: pp. 549-569 and pp. 580-591, Chapter 15, Personality
pp. 435-456, Chapter 12, Social Development

Exam 3, Friday, March 27

(EXAM 4 MATERIAL BEGINS HERE)

Lab #11 Implicit Association Test Race (due Friday, 3/27)

Your Data:
Preference: ___; Warmth: ___; Congruent: ___; Incongruent: ___

Lab #12 Weapons Implicit Association Test (due Friday, 3/27)

Note: This lab is located here: https://implicit.harvard.edu/implicit/ via “Demonstration Tests.” Proof of completion is a one-sentence summary of attitudes provided upon completion of the experiment.

Your Data:

Qs for exam: Historically, people’s attitudes and beliefs have been measured by self-report. Yet, self-report is vulnerable to social desirability (changing responses in accordance with presentation of one’s desired image) (Greenwald & Banaji, 1995). For example, individuals may fail to self-report racial prejudices out of a fear of social reprimand. Self-report also relies on conscious introspection. Yet, research reveals that many mental processes occur outside awareness (Bargh & Chartrand, 1999). Thus, self-reporting individuals may fail to recognize that they harbor prejudices (Uhlmann, Greenwald, & Banaji, 2009). By comparison, because the IAT relies on automatic, associative processes involved in attitudes and beliefs, participants’ responses are difficult to fake or control. Explain.

What similarities exist between the IAT Lab and the Stroop Lab? In the IAT Lab, what conditions yielded longer reaction times (and were more error prone)? Under what conditions were reactions times faster and more accurate? What, then, are reaction times measuring? The IAT researchers never explicitly labeled an object, person, or group with derogatory terms. Then, how did the researchers evaluate stereotypic views, without the use loaded words? Based on your understanding of the IAT Lab’s findings, can words be “loaded”? For example, should we remove words such as “he” and “chairman” from our language? Defend your answer. Finally, if you wanted to plan a university-wide intervention at GVSU to reduce, or potentially eliminate race bias, what plan of action might you propose to the Student Senate?
Week 13  The Biology of Mind and Behavior
The neuroscience of reading faces and recognizing words
In-class Movie: The Man with Two Brains
Stress, Health and Coping: Can stress increase susceptibility to the common cold?
In-class Movie: To heal or not to heal

Reading:  pp. 137-183, Chapter 5, Neural Control of Behavior
pp. 201-219, Chapter 6, Sex: An Example of a Non-regulatory Drive; The Sleep Drive


Lab #13  Word Recognition (due Friday, 4/3)
NOTE: To fully appreciate the lab, you will view in class the Scientific American Frontiers film titled, Man With Two Brains.

Your Data:
Hand Preference: ____ [Right/Left]
Right: ___ (proportion correct); Left: ___ (proportion correct)

Qs for exam for both Labs 12 & 13: Are the two hemispheres of the brain created equal? To answer this question, offer as evidence the results of this week’s lab that investigates hemispheric specialization. Which hemisphere should have the advantage in word recognition? Which hemisphere should have the advantage in visual spatial tasks? Include the concepts of “brain lateralization” and “contralateral control” in your answer. To further elucidate the hemispheric specializations of the brain, where is face recognition in our brain? As depicted in the film “Man With Two Brains,” if a split-brain patient was shown to the right visual field a painting of a face made out of books by the famous 16th Century Italian artist Giuseppe Arcimboldo (who constructed faces from ordinary objects [e.g., flowers; books]), what would this patient report seeing?

What would happen if the face-made-out-of-books painting was presented to the patient’s left visual field? Based on your answer, what advice would you give product package designers on the placement of verbal and visual elements on product packaging?

Week 14  Psychological Disorders: The suffering mind: Forms of mental disorders.
Worksheet: Diagnosing Psychological Disorders
Social and genetic influences in schizophrenia and depression
Biology of Mind and Behavior: Can depression result from a chemical imbalance?

Reading:  pp. 593-637, Chapter 16, Mental Disorders

Lab# 14  Mirror Drawing (due Friday, 4/10)
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?*

Reading:  pp. 639-673, Chapter 17, Treatment


Lab #15  Dichotic Listening (NOTE: requires headphones) (Due Friday, 4/17)

Your Data:
Hand Preference: ___
Number Correct Left Ear: ___; Number Correct Right Ear: ___
Total Trials Per Ear: ___

Qs for exam: Imagine you are a clinical psychologist who has been asked to recommend how to appropriately screen, diagnose and treat soldiers returning from war. You anticipate that depression and post-traumatic psychiatric disorder (PTSD) will be prevalent. Recognizing that a diagnosis of a psychiatric disorder often bears a stigma that may hamper accurate screening (e.g., patient’s reluctance to report symptoms), you decide to implement the Dichotic Listening experiment as a diagnostic tool. What advantage might this tool, which relies on automatic processing, have over traditional questionnaire-based screening methods?

Using the Dichotic Listening experiment to screen for depression, you will ask soldiers to shadow (repeat aloud) neutral words and phrases presented to their right ear. A depressed soldier, compared to a nondepressed one, will more likely attend to what type of words/phrases presented to his/her left, unshadowed ear? That is, generate five examples of words and/or phrases which will be uniquely distracting to a depressed person when presented in the nonattended ear? To use the Dichotic Listening experiment to screen for PTSD, what five words or phrases would be uniquely distracting to these sufferers when presented to their nonattended ear?

Upon making a diagnosis of PTSD, explain to these soldiers what are the mechanisms considered crucial to overcoming a traumatic event. Include “habituation,” “exposure (self-confrontation),” and “cognitive reappraisal” in your tutorial.

Your esteemed colleagues, the soldiers, and your professor thank you for recommending scientifically-validated therapeutic practices!

Final Exam Schedule:

Section 1 (Class meets 8-8:50 AM): Monday, April 20, 8-9:50 AM
Section 6 (Class meets 9-9:50 AM): Tuesday, April 21, 8-9:50 AM
PSY 101 Introductory Psychology
Foundations – Social and Behavioral Sciences

This course is part of GVSU’s General Education Program. The goal of the program is to prepare you for intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national, and global communities.

PSY 101 is designed to help you learn:
1. How knowledge in the social or behavioral sciences is created and applied.
2. The major approaches, methods, theories, and substantive findings of the field.
3. An informed critical stance that will allow students to weigh and apply ideas and claims from the social and behavioral sciences outside the classroom.
4. Critical and creative thinking, which uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing. People with a general education think logically and creatively. Expressiveness, imagination, and originality are needed for innovation. Innovative ideas must be subject to critical evaluation, which involves distinguishing information, judgment, and assumption; evaluating evidence and the logic of arguments; identifying and assessing differing perspectives and assumptions; and reasoning systematically in support of arguments.
5. Ethical reasoning, which is a decision making process based on defining systems of value. People with a general education recognize ethical issues in a variety of settings and contexts, identify different systems of ethical reasoning (including disciplinary and professional ethical systems), and assess the consequences of those choices in different contexts. This enables them to understand and evaluate different systems of ethical reasoning.

This course satisfies one or more of the General Education course requirements. The overall goal of the General Education program is designed to increase your knowledge and skills in the following areas:

Knowledge Goals:
1. The major areas of human investigation and accomplishment — the arts, the humanities, the mathematical sciences, the natural sciences, and the social sciences.
2. An understanding of one’s own culture and the culture of others.
3. An understanding of how academic study connects to issues in the world.

Skills Goals:
1. Collaboration is the process of working together and sharing the workload equitably to progress toward shared objectives, learned through structured activities that occur over a significant period of time.
2. Critical and creative thinking uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing.
3. Ethical reasoning is a decision-making process based on defining systems of value.
4. Information literacy is the process of locating, evaluating, and using multiple forms of information.
5. Integration is the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations.
6. Oral communication is the practice of effectively communicating verbally with a public audience across a variety of contexts.
7. Problem solving is the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals.
8. Quantitative literacy is a competency and comfort in working with numbers.
9. Written communication is the practice of creating and refining messages that educated readers will value.

Ensuring that undergraduate students receive a broad general education has been a primary goal of colleges and universities since their inception. In this era of increasing specialization and growing demand for professional expertise, it is vital that we continue to emphasize the value of general learning.

GVSU maintains that a complete education involves more than preparation for a particular career. A career occurs in the context of a life, and a sound general education helps one “make a life” as well as “make a living.” The university is committed to assuring that all undergraduate students, regardless of academic major, receive a broad education rooted in the arts and sciences.

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.