



INTRODUCTORY PSYCHOLOGY

PSY 101 (SECTION 02)

WINTER SEMESTER, 2018

PROFESSOR ROBERT W. HENDERSEN

SYLLABUS

COURSE SUMMARY

This course is a broad, introductory survey of psychological science. The course introduces students to discoveries that have contributed to understanding neural, cognitive, emotional, and behavioral functioning. The course explores psychological science from a variety of different viewpoints, focusing at different points on biological, perceptual, behavioral, cognitive, developmental, social, clinical, cross-cultural, historical, and ethical perspectives. The course will introduce students not only to accumulated knowledge in psychology but also to current research that suggests future directions. Psychological science is a richly interdisciplinary enterprise, and the course will explore relationships among different levels of conceptual analysis. Philosophical foundations of scientific inquiry will be considered, as well as strategies for conducting meaningful experiments. Thoughtful analysis, querying skepticism, creative problem-solving, ethical reasoning, and critical thinking will be encouraged.

INSTRUCTOR

Professor Robert W. Hendersen
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Office Hours: 11:30-Noon and 12:30-2:00 on Tuesdays and Thursdays. Other days and times by appointment. During office hours, students who have made appointments have priority, but walk-ins are also welcome. To make an appointment, phone Professor Hendersen's office.

STUDYING FOR UNDERSTANDING

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

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

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

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

TIME COMMITMENT

Attending class fulfills only part of your responsibility in this class. Outside class, you are expected to do all the reading assignments and enrichment activities, and, importantly, you are also expected to spend substantial amounts of time studying the material, by assessing and reassessing your understanding and then reviewing any gaps in your knowledge.

Succeeding in this course requires a significant time commitment. A good rule-of-thumb for estimating the time commitment required by a Psychology class is 2 to 3 hours outside class for every hour in class. Because Introductory Psychology meets three hours each week, you should plan on studying *at least* six hours each week in addition to the time you spend in class. *If you are not prepared to make this time commitment, do not take this course.*

TEXTBOOK

Gleitman, H., Gross, J., & Reisberg, D. (2010). *Psychology (Eighth Edition)*. New York: W.W Norton & Company.

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

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

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

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

COURSE WEBSITE

A BlackBoard site for this course provides students access to course information (including this Syllabus), reading assignments, and lecture outlines that serve as study guides. After examinations, grades will be posted on the website. You can access the BlackBoard system from GVSU's home page.

ACADEMIC INTEGRITY

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

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

GENERAL EDUCATION

Introductory Psychology is part of the Social Sciences General Education Foundation Category. The stated 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.”

A subset of what you will learn in this course addresses specific learning outcomes of the General Education Program. These are:

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.

The first four of these will be addressed throughout the course, as we consider how knowledge about psychology is created, organized, explored, and critically evaluated. The fifth, ethical reasoning, will also be relevant throughout the course, but particularly when we discuss the ethics of research with human subjects.

CLASS PARTICIPATION

Regular attendance and active participation are essential for success in this course. It is wise to get to know other students in the class, to share notes, and to study together. If you must miss a class because of illness, get other students to fill you in on what you missed. If any concepts remain confusing, ask the instructor or the Student Instructional Aide for guidance.

Students are expected to engage the course material actively, and each student should assess and monitor her or his own understanding of the course material. If there is course material that you do not understand, it is your responsibility to seek help. There will be plenty of opportunity to pose questions, and the instructor does not mind if questions are vague and loosely formulated, so do not hesitate to ask for clarification whenever something puzzles you. If there is something you do not understand, ask the instructor to explain it another way. If your questions are not answered in class in a way that clarifies your understanding, visit the Student Instructional Aide (see below) or make an appointment with the instructor. Do not wait until the end-of-semester rush to identify topics that are unclear to you. The earlier you seek help, the better.

ABSENCES

Regular attendance is essential to succeed in this course. If you must miss a class, you have the primary responsibility for catching-up on the material you miss. Start by asking one or two other students in the class to review with you the material you missed. Then meet with the Student Instructional Aide to review anything that is unclear. If you need further clarification, meet with the instructor.

Only students with excused absences will be permitted to take a make-up examination. See the section on Examinations below for more details.

PACE YOURSELF

This course moves at a relentless pace, so it is imperative that you keep up. Material covered later in the semester builds on concepts introduced earlier, so if you get behind, you will find yourself struggling to make sense of the new material. Pace yourself accordingly. Concentrating your studying in the day or two immediately preceding an examination (cramming) is not an effective strategy for this course. Rather, you should study the material at a steady pace, devoting at least six hours each week to studying outside of class. If you do fall behind, immediately seek assistance from the Student Instructional Aide or the instructor.

STUDY STRATEGICALLY

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

1. In class, take minimal notes. Notes in class can simply be a checklist of the important concepts, and most of these are listed in the outlines posted on the course website. When you spend a lot of time in class writing detailed notes, this interferes with your concentrating on understanding the course material. Instead of frenetically transcribing what is covered in class, think about the concepts that are introduced, make sure you understand them, participate in class discussions, and ask questions about anything that is unclear.

2. Later the same day, write detailed notes about the course material. Do not do this immediately after class—instead, have lunch, visit the gym, go for a walk, or otherwise clear the cobwebs from your head before you start writing. Consult your checklist of important concepts. Describe each concept in your own words, making sure you understand it well enough to explain it to someone else. Consult the textbook for clarification of concepts you do not understand, and when the textbook lacks an account of the concept or is unclear to you, consult the instructor or the Student Instructional Aide. What you write should be neither a transcript of what was said in class nor of what is written in the textbook. Rather, your notes should describe the concepts from your own perspective, using, whenever possible, examples drawn from your own experience. Organize the material in a way that makes sense to you, personally, rather than simply borrowing the organization of the instructor or of the textbook.

3. Several days later, take your checklist of important concepts and try to explain each of these to someone else, in your own words, without consulting your notes. This self-assessment of your learning is probably the most important step in the studying process. The first time you test yourself on a concept, explain it “out loud” rather than just thinking about it—if you do not truly understand the concept, you will have difficulty articulating it. Whenever you cannot fluently and completely explain a concept, you need to “drill down” to figure out how to understand the concept better. Start with your own, detailed notes, because if you prepared them well, they should contain clear explanations. If your own notes do not resolve your need for clarification, use the textbook’s index to look up the concept and see if that provides the clarification you need. If you need more help, consult the Student Instructional Aide or the instructor. Through whatever means best suit you, resolve the problem so you can explain the concept in your own words, and, when possible, illustrate the concept with your own examples.

4. Once you have passed the self-test of being able to explain the concepts, then review them regularly every few days. Review the concepts by going through the checklist and testing yourself to make sure you can still explain each of them well enough to recognize new instances or to apply them to new situations. Monitor yourself to make sure you truly understand the concepts and are not simply reciting words that you do not fully understand. Once you have gone through the list, go back and start at the beginning again, testing yourself repeatedly. Whenever you find you do not understand a concept, go back to your own notes, then, if your notes are incomplete or murky, to the textbook, the Student Instructional Aide, or the instructor, for clarification.

5. It is better to spread your self-testing out, self-assessing your understanding in small batches (5-20 minutes at a time) scattered throughout the day and week, rather than compressing the self-assessments into lengthy, multi-hour sessions. If you have only a few minutes free (e.g., while waiting for a bus), haul out the list of concepts and test yourself on a few of them.

6. If you have studied systematically, as described above, you should not have to cram the night before an exam. Instead, look over the concepts one last time to make sure you understand them,

and think about how you would apply them to your own experience. This will prime you to think about psychology in a way that will help you perform well on the examinations.

EXAMINATIONS

There will be three examinations during the semester, plus a final examination. Examinations cover the material in lectures, discussions, and textbook reading assignments. Every concept tested on the examinations will have been mentioned (though perhaps only briefly) in class, but it is essential to read the textbook to have the background knowledge necessary to think through the questions on the examinations.

While examinations are multiple-choice format, they are designed to assess your *understanding* of the material, rather than to test superficial, rote memorization. To answer examination questions correctly, you will have to understand the material well enough to apply it to new situations and problems. Simply memorizing definitions and names will not suffice. That is why a good way to assess your own understanding of the course material is to try to explain it to someone else, in your own words, generating your own illustrative examples.

The final examination will be comprehensive and cumulative, covering material from the entire semester. It is important that you be aware of this throughout the semester. Use the within-semester examinations diagnostically to identify concepts that you do not understand, so you can ask the right questions and master the material before the final examination.

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

ENRICHMENT ACTIVITIES: LEARNING ABOUT PSYCHOLOGICAL RESEARCH

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

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

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

OPTION 1: PARTICIPATION IN PSYCHOLOGY STUDIES

Objective

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

Online Registration

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

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. You do not have to complete the Prescreening Survey to participate in studies. However, 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 may receive invitations based on the Pre-Screening responses.) The last date to participate in the prescreening survey is **Sunday, January 21st**.

Participating in Studies

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

Arrive before the scheduled time, as studies start punctually. You will be given a description of what participating in the study will involve, and you will be asked for your consent before the study begins. If you then choose not to participate, you may leave without penalty. You can check to see that you have received credit by selecting My Schedule/Credits, where credits are typically posted within a week after you participate in a study.

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

Under 18?

Special rules apply to students who are under 18. If you are 17 and regularly enrolled at GVSU, you can sign up for studies that allow regularly enrolled students that are under 18 to participate. This information can be found in the study's eligibility requirements. A parental consent form can also be filled out for studies that do not have this requirement. Please contact psychlab@gvsu.edu to get this form. You will need a different parental consent form for each study that requires one. If you are under 18 and not regularly enrolled, please use Option 2. If you have any questions, please contact the Lab Assistant, Jeff Nolan, at psychlab@gvsu.edu.

Need Help?

If you need assistance registering for studies, please contact Jeff Nolan, 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 17th**.

OPTION 2: PAPERS ON EXPERIMENTS IN SCHOLARLY JOURNALS

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

Summary of the Assignment

Pick a current, empirical article from a psychological journal 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 or the paper.*

Objective

This option, like the first, is intended to familiarize you with the nature and variety of psychological research. The objective is to broaden your understanding of psychological research and how it is conducted.

Selecting an Article

Choose a current article published in 2017 or 2018 that reports an empirical study (i.e. one that is based on the collection of data). The large majority of the papers published in the journals listed below are suitable for this assignment, but a few are not. In particular, any article that is a "review," a "meta-analysis," or an "editorial" is *not* appropriate for this assignment—do not choose an article that has any of those three words in its title or headings. The article you read should have sections labeled "Methods" and "Results." Note that there are other journals, not acceptable for this assignment, which have misleadingly similar names. Make sure the title of the journal matches *exactly* one on this list:

Behavioral Neuroscience
Developmental Psychology
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

Finding the Journals

The journals are available electronically through databases you can access through the GVSU Library website. You can watch a video titled “Finding Journals by Title” by going to <http://libguides.gvsu.edu/psych>. This same page has a tab labeled “PSY 101.” Click on this tab to find portals to the journals on the above list. Access the journals *only* through the GVSU Library, not other sources or websites, as such materials may be incomplete or from the wrong journal.

Finding the “Full Text” Version

Once you have located the journal article, select the “Full Text” version. You will need the “Full Text” version to complete the assignment, not just the abstract or pointers to the article. The copy of the first page that you must attach to your paper (see below) must show the “Full Text” version.

Documenting Your Reading

Write a brief, double-spaced paper summarizing the article. The body of your essay should contain three sections, each between 100-300 words. Start each of the three sections with a heading, copying the exact words for each heading described below. No separate introduction or conclusion is required, simply answer the three questions. Under each heading write a well-organized paragraph that specifically addresses the question posed in the heading:

1. *What question or questions does the article address?*
2. *Why are the question(s) that the article addresses important ones to consider?*
3. *What answers does the article provide?*

The Paper Must Be Your Own Work and Written in Your Own Words

At the core of Grand Valley State University’s policy on plagiarism (described in the catalog and in the Student Code) is the principle that “[a]ny ideas or material taken from another source... must be fully acknowledged.” This means that your paper must be written strictly in your own words, and it must acknowledge any ideas that you take from another source. Try to avoid quoting from the article, but if you must quote to make a point, take care that the phrases quoted are in

quotation marks. All quoted phrases must be in quotation marks, even if the phrases are only two or three words long. Words or ideas borrowed from a source other than the target article should be acknowledged and completely referenced. If you submit a paper that violates this policy, you may receive a failing grade for the course.

Required Identifying Information

At the top left-hand corner of the first page of your summary, on separate lines, put your name, your student number (G-number), your professor's name, and the date.

Required Reference

Immediately below your identifying information *at the top of your paper*, provide a full reference to the article you read, with the information in the following order: Names of all authors (last name, comma, initials), the year of publication (in parentheses), the exact title of the article, the full name of the journal, the volume number, and the page numbers. Here is a sample of a reference with the information in the proper order:

Lastname, F. & Othername, S.B. (2018) A study of titles of research reports. *Journal of Obscure Psychological Research*, 13(1), 93-108.

If you select an article that has not yet been published in print version, volume and page numbers will typically not be available. In such cases, include the doi identifier of the article rather than the volume and page numbers, in this reference. The doi identifier is usually in the upper right-hand corner of the first page of the full-text article, and it typically looks something like this: <https://doi.org/10.1111/9099-5555.11.2.222>

Required Copy of First Page of Journal Article (Full-Text Format)

To the back of your summary, staple a photocopy or printout of the first page of the full-text version of the article that you read. Be careful to use the full-text version—if you use a database that provides only the abstract, that will not suffice for this assignment. 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 download the article from a library database, make sure you download the “full-text” version; you may have to print and attach to your paper several pages from the article to make sure all the required information is present.

If you select an article that has not yet been published in print version, make sure the photocopy or printout you submit includes the doi identifier of the article, which is usually in the upper right-hand corner of the first page of the full-text article.

Credit/No Credit Grading of Papers

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

Submitting Papers for Grading & Deadline

Option 2 papers can be turned in anytime during the semester. You can give them to Professor Hendersen in class, or you can bring them to the Psychology Office (2224 Au Sable Hall). All papers must be turned in by **4:45 p.m. on Wednesday, April 18th**. No late papers will be accepted

(you have all semester to submit papers, so it is unwise to wait until the last minute). Papers must be submitted as hard-copies; no electronic submissions will be accepted.

EXTRA CREDIT

You can complete up to two additional enrichment activities for Extra Credit. Extra credit will be awarded for completing additional instances of *Option 2*, "Papers on Experiments in Scholarly Journals," described above. In some, but not all, semesters there are enough opportunities to participate in experiments that these, too, will be accepted as Extra Credit. If "Participation in Psychology Experiments" becomes available for Extra Credit, the instructor will announce this in class, along with the date after which participation in experiments will be counted towards extra credit. Deadlines for extra credit are the same as for the required enrichment activities.

ASSESSMENT ACTIVITY

A General Education Assessment Activity will be announced in class and made available on BlackBoard from April 16-21. All courses that are part of GVSU's General Education program are required to assess students' progress toward the learning goals of the General Education Program. This activity is required, and you will receive 4 points for completing it. Students whose performance on the activity is strong (in the top third) will receive an additional 2 extra points.

GRADING POLICIES

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

At the end of the semester, two grades will be determined. One of these will be based on the total number of points obtained by students on *all* the examinations and *all* the assignments; this includes the total number of points from the three within-semester examinations (40 points possible on each examination), plus the points from the final examination (80 points possible), plus enrichment activity points (2 points each, 10 points total possible), and the Assessment Activity (4-6 points), with a total of 216 possible points. Any extra credit (2 points each) earned will be applied to this grade. A second grade will be based *only* on the student's final examination score. The student's final course grade will be the *higher* of these two grades.

This grading policy means that a student who does poorly on a midterm examination should go back and study the material that she or he failed to master. The student who does well on the final examination will receive a good semester grade even if performance earlier in the semester was weak.

There is also a danger inherent in this grading policy. Some students may wrongly think that they need worry only about their performance on the final examination. Because this course covers a great deal of complex, substantive material, last-minute cramming is a futile and ineffective strategy. The only reasonable way to learn the course material is to keep pace with it as the course proceeds. Do the reading before the day it is assigned, attend all lectures and discussions, rewrite

your notes using your own organization and words, test yourself repeatedly to make sure you understand the course material, seek help when you need it, and avoid falling behind. Use the within-semester examinations as diagnostic tools to identify those areas that you need to pay particular attention to as you review the course material.

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

The instructor uses various means to monitor the difficulty of the examinations, including statistical item analyses and cross-semester comparison items. The intent is to base grades on performance levels, rather than on within-class competition. If everyone in the class does well, everyone will receive a good letter grade. Alternatively, if everyone does poorly, this will be reflected in the letter grades.

An important implication of this policy is that students should work cooperatively, rather than competitively, to learn the course material. If someone else in the class does well, this will not lower your own grade an iota. It is therefore clearly to your benefit to get to know others in the class, to share notes, to review and clarify concepts for one another, and to study together. Indeed, one of the best ways to study is to get together with other students from the class and to take testing yourselves by explaining each key concept, in your own words with your own examples.

STUDENT INSTRUCTIONAL AIDE

Kaylee Funckes is the Student Instructional Aide (SIA) for this course. Funckes is an advanced student whose role is to assist students who would like help mastering the course material. She will be available to answer questions, clarify concepts, and offer suggestions for how to study. She will also be available to allow students to review their examinations once they have been graded. Her office hours will be announced on BlackBoard.

ACCOMMODATION FOR DISABILITY

Any student who requires accommodation because of a disability should contact Disability Support Resources at 616.331.2490, and the student should also contact Professor Hendersen. Accommodations are always designed to maintain the academic integrity of the course, so students with disabilities are held to the same academic standards as all other students. Accordingly, if no additional costs (including staff time) are involved, the instructor will extend such accommodations to anyone who requests them, whether or not the student has a declared disability.

If a requested accommodation requires special equipment, space, personnel, staff time, or other resources beyond those normally available to the class, the accommodation will be offered only if the student has gone through the process that begins by declaring the disability with Disability Support Resources.

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

FIRE OR OTHER EMERGENCY EVACUATION

Immediately proceed to the nearest exit during a fire alarm. The classroom for this course has exits in both the front and rear of the room; those in the front require the use of stairs, those in the rear do not. Do not use elevators.

SOME IMPORTANT DATES

Last Day to Add, Register or Pay Tuition	January 8
Last Day to Complete Prescreening Survey	January 21
First Examination	February 1
75% Tuition Refund Drop Deadline	February 2
Spring Break	March 4-11
Drop Deadline	March 9
Second Examination	March 15
Third Examination	April 12
Last Day to Participate in Studies (<i>Option 1</i>)	April 17
Last Day to Submit Papers (<i>Option 2</i>)	April 18
Last Day to Complete Assessment Activity	April 21
Final Examination	April 25

SCHEDULE OF LECTURES, DISCUSSIONS, AND EXAMINATIONS

DATE		LECTURE/DISCUSSION TOPICS	TEXTBOOK READING ASSIGNMENT
January 9	(Tuesday)	The Scope and Roots of Psychology	<i>Read the Syllabus—Carefully!</i>
January 11	(Thursday)	Reactions and Reflexes; Falsifiability	<i>Prologue: What is Psychology?</i>
January 16	(Tuesday)	Brain & Neurons	<i>Chapter 3: The Brain and the Nervous System</i>
January 18	(Thursday)	Synapses; Lateral Inhibition	
January 23	(Tuesday)	Brain Damage; Sensory Adaptation	<i>Chapter 4: Sensation</i>
January 25	(Thursday)	Sensation and the Coding Problem	
January 30	(Tuesday)	Perception in Context	<i>Chapter 5: Perception</i>
February 1	(Thursday)	FIRST EXAMINATION	
February 6	(Tuesday)	Conditioning; Biases & Applications	<i>Chapter 7: Learning</i>
February 8	(Thursday)	Instrumental Learning; Behavior Modification	
February 13	(Tuesday)	Mnemonics	<i>Chapter 8: Memory</i>
February 15	(Thursday)	Memory Processes	
February 20	(Tuesday)	Encoding, Retrieval, and Forgetting; Expertise	<i>Chapter 9: Thinking</i>
February 22	(Thursday)	Problem-Solving; Language	
February 27	(Tuesday)	Cognitive Development	<i>Chapter 14: Development</i>
March 1	(Thursday)	To Be Announced	
March 4-11		<i>Spring Break</i>	
March 13	(Tuesday)	Emotional Development	
March 15	(Thursday)	SECOND EXAMINATION	

SCHEDULE OF LECTURES, DISCUSSIONS, AND EXAMINATIONS

DATE		LECTURE/DISCUSSION TOPICS	TEXTBOOK READING ASSIGNMENT
March 20	(Tuesday)	Social Influence	<i>Chapter 13: Social Psychology</i>
March 22	(Thursday)	Social Cognition	
March 27	(Tuesday)	Obedience; Informed Consent	
March 29	(Thursday)	Psychopathology	<i>Chapter 16: Psychopathology</i>
April 3	(Tuesday)	Psychoanalysis	<i>Chapter 15: Personality (pp. 605-614 only)</i>
April 5	(Thursday)	Psychotherapy	<i>Chapter 17: Treatment of Mental Disorders</i>
April 10	(Tuesday)	Psychopharmacology	
April 12	(Thursday)	THIRD EXAMINATION	<i>No new reading assignments—review previous material to prepare for Final Examination.</i>
April 17	(Tuesday)	Hypnosis; Homeostasis	
April 19	(Thursday)	Circadian Rhythms; Liberal Education	<i>Complete Assessment Activity</i>
April 25	(Wednesday)	FINAL EXAMINATION	

The above schedule is tentative. Any changes will be announced in class.

FINAL EXAMINATION

WEDNESDAY, APRIL 25

132 LAKE HURON HALL

8:00-9:50 A.M.