



---

# INTRODUCTORY PSYCHOLOGY

PSY 101 (SECTION 02)

WINTER SEMESTER, 2019

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  
B.A., Reed College; Ph.D., University of Pennsylvania

*Office:* 2224 Au Sable Hall

*email:* [hendersr@gvsu.edu](mailto:hendersr@gvsu.edu)

*Telephone:* 616.331.2195

*Fax:* 616.331.2480

*Office Hours:* 11:30-Noon and 12:30-2:00, 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.

## CATALOG COURSE DESCRIPTION

*General survey of psychology, the scientific study of behavior and experience, including overt actions and mental activity. Covers how psychologists think and act as scientists and how the study of its subject matter may be integrated at the biological, psychological, and social levels of analysis. This course fulfills the Social and Behavioral Sciences Foundation requirement.*

## LEARNING OBJECTIVES

Every Introductory Psychology course at Grand Valley State University has certain core learning objectives, described in the “Syllabus of Record” for the course:

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

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

Every topic covered in this course will include elements directly relevant to meeting all of these objectives.

## STUDYING FOR UNDERSTANDING

This course covers a wide range of concepts from across the spectrum of psychological science. The range 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 (and boring!) 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, ask yourself if 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.

An *Outline of Concepts* will be posted on the course website. A good way to study is to review this outline by testing yourself to 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.

## SELF ASSESSMENT

Among the concepts covered in class will be how testing facilitates learning. You can take advantage of the “testing effect” in studying before you have learned about it. Rather than repeatedly reviewing the course material, it is more effective to test yourself on it, even if you do not yet fully understand it. Read the textbook, pay thoughtful attention in class, and write notes that follow the outline of concepts. Do not test yourself immediately after encountering concepts, making notes, or reviewing the material, but rather wait a couple of days. Then go through each concept on the list and self-assess whether you understand the concept, by explaining the concept in your own words. If you find you are unable to explain the concept, then drill down by consulting the textbook, your notes, the instructor, or the class assistant to clarify anything that you do not understand. Then, a few days later, self-assess your understanding by re-testing yourself again on the same concepts. Continually re-test yourself throughout the semester. This strategy is an effective way to learn course material.

It is more effective to self-assess your understanding (by testing yourself) than it is to review the material repeatedly. Repeatedly reviewing the material can delude you into believing that you understand the concepts even when you do not. Self-assessing understanding immediately after reviewing the material can also mislead students, because they will remember more when it is fresh. Hence, delaying testing yourself a few days is a better strategy.

## 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 testing yourself on concepts covered in class, striving to understand psychological science.

Succeeding in this course requires a significant time commitment. At Grand Valley State University, 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. For this course, you should plan on spending at least six hours a week studying outside of 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 remains 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 *before* you attend lectures and class discussions. Most importantly, it familiarizes 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 prod 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 understand the topic better 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. Read the textbook so you will understand the background material that will make it easier for you to grasp the psychological theories and empirical findings discussed in class.

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, you should consult the textbook regularly.

## COURSE WEBSITE

The BlackBoard site for this course provides access to course information, including this Syllabus and the *Outlines of Concepts* 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.

## GVSU COURSE POLICIES

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

## 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.”

This course addresses several learning outcomes of the General Education Program:

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 addressed 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, then consult with the instructor or the class assistant to clarify anything you do not understand.

Students are expected to engage the course material actively, and each student should 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 when any course material is unclear or puzzling to 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, 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 more readily your difficulties can be resolved.

## 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 be at a serious disadvantage, 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. Rather, you should study the material at a steady pace, devoting at least 6 hours each week to studying outside of class. If you do fall behind, seek assistance from the instructor or the Student Instructional Aide immediately, because the further you fall behind, the more difficult it is to understand what is being discussed in class and the more difficult it is to catch up.

## STUDY STRATEGICALLY

To succeed in this course, you 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 should 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 listening carefully and 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, and ask questions about anything that is unclear.
2. Later the *same day*, write detailed notes about the course material. Don't 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, so you do not leave out anything. 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 class assistant. 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, insofar as 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. It is important you explain the concepts “out loud” rather than just thinking about them. This is a way of assessing whether you truly understand the concept. If you do not have a friend willing to endure listening to your explanations, put a pillow in a chair, punch a face in the pillow, and talk out loud to the pillow. While you may feel foolish doing this, it is a good way to assess your understanding. You may think you understand a concept, but when you try to explain it *aloud* in your own words, you may find yourself tripping on your tongue. When that happens, you need to “drill down” to figure out how to understand the concept better. Start with your own, detailed notes, because those should contain clear explanations. If your own notes do not resolve your need for clarification, look up the concept in the index of the textbook and see if that helps. If you need more help, consult the instructor or the class assistant. Through whatever means best suit you, resolve the problem so you can explain the concept in your own words, and, when possible, with your own examples.

4. Once you have passed the self-test of being able to explain the concepts out loud, retest yourself regularly (every few days). Go through the checklist of concepts and retest yourself to see if can still explain each of them, recognize new instances. and apply them to new situations. Once you have gone through the list, go back and start at the beginning again, testing yourself repeatedly. Do not simply review the concepts, but make sure you are testing yourself on your understanding of them. Whenever you find you do not understand a concept, go back to your own notes, then, if necessary, to the textbook and the instructor or class assistant, for clarification.

5. 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 all, 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.

Examinations 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, because if you fail to study and understand part of the course material, this will affect performance on the final examination. Students should use the within-semester examinations diagnostically to identify concepts that they do not understand, so they can pose 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), for absences due to military orders, or for participation in university-sponsored activities that require travel. Family celebrations and vacations, social and athletic events where the student is not a university-sponsored participant, 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. 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 EXPERIMENTS

#### **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 three weeks of the semester. Completing this survey counts as one-half 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, half-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 may receive invitations based on the Pre-Screening responses.) The last date to participate in the prescreening survey is **Sunday, January 27<sup>th</sup>**.

### **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.

Studies vary in length, and so does the credit you earn for participating. Some brief studies earn 0.5 credits, most offer 1.0 credit, and a few, longer studies offer more than one credit. For purposes of determining your grade, the number of studies will be the sum of the participation credits you have earned.

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](mailto: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*.

### **Need Help?**

If you need assistance registering for studies, please contact Casimir Tokarski, who can be reached in the Psychology Department Office (2224 Au Sable Hall, 616.331.3262) or by sending an email to [psychlab@gvsu.edu](mailto:psychlab@gvsu.edu).

### **Option 1 Deadline**

The last day to participate in studies is **Tuesday, April 16<sup>th</sup>**.

### **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 2018 or 2019 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, reviews, meta-analyses, and other comparisons of studies from separate researchers are not appropriate for this assignment. 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
- 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. Base your paper on the “full text” of the paper. You can watch a video showing how to access the journals by going to <http://libguides.gvsu.edu/psych> and then clicking on the *Recommended Journals* tab. Access the journals *only* through the GVSU Library, not other sources or websites, as such materials may be incomplete or from the wrong journal.

Once you have located the journal article, select 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. 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. Here is a sample of a reference with the information in the proper order:

Lastname, F. and Othername, S.B. (2019) A study of titles of research reports. *Journal of Obscure Psychological Research*, 13, 93-108.

If the article you select has not yet appeared in print, instead of page and volume numbers, include the words “Advanced online publication. doi:” and then give the *doi* number. The *doi* number is typically found in the upper right hand corner of the first page of the full-text paper. This reference information must be complete and accurate for you to receive credit for the paper.

### **Copy of First Page of Journal Article, with Abstract and First Paragraph of Introduction**

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. 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 “full text” version of the article from a library database, you may have to print several pages to make sure all the required information is present. 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, make sure the photocopy or printout you submit includes the *doi* number 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 17**. No late papers will be accepted, regardless of excuse, so it is wise to submit papers earlier in the semester, well before the deadline. 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. Deadlines for extra credit are the same as for the required enrichment activities.

## **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, 8 points total possible), with a total of 208 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 treat this as a diagnosis that the student has failed to master the material, so the student should go back and study that material more effectively, as well as seeking additional help from the instructor. A 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 coming to class, 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 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.

## STUDY COOPERATIVELY

An important implication of this grading 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 test yourselves by taking turns explaining each key concept, in your own words, with your own examples.

## STUDENT INSTRUCTIONAL AIDE

Meg Barry is the Student Instructional Aide (SIA) for this course. Barry is an advanced student whose role is to assist students who would like help mastering the course material. She will be available during regular office hours (which will be announced on BlackBoard) 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.

## 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.

## 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. 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.

### SOME IMPORTANT DATES

Last Day to Add, Register or Pay Tuition (5:00 pm)	January 11
Last Day to Complete Option 1 Prescreening Survey	January 27
First Examination	January 31
75% Tuition Refund Drop Deadline	February 1
Spring Break	March 3-10
Drop with a "W" Deadline	March 8
Second Examination	March 14
Third Examination	April 11
Last Day to Participate in Studies ( <i>Option 1</i> )	April 16
Last Day to Submit Papers ( <i>Option 2</i> , 4:45 pm)	April 17
Final Examination (8:00 am, 132 LHH)	April 24

## SCHEDULE OF LECTURES, DISCUSSIONS, AND EXAMINATIONS

DATE		LECTURE/DISCUSSION TOPICS	TEXTBOOK READING ASSIGNMENT
January 8	(Tuesday)	The Scope and Roots of Psychology	<i>Read the Syllabus—Carefully!</i>
January 10	(Thursday)	Reactions and Reflexes; Falsifiability	<i>Prologue: What is Psychology?</i>
January 15	(Tuesday)	Brain & Neurons	<i>Chapter 3: The Brain and the Nervous System</i>
January 17	(Thursday)	Synapses; Lateral Inhibition	
January 22	(Tuesday)	Brain Damage; Sensory Adaptation	<i>Chapter 4: Sensation</i>
January 24	(Thursday)	Sensation and the Coding Problem	
January 29	(Tuesday)	Perception in Context	<i>Chapter 5: Perception</i>
January 31	(Thursday)	<b>FIRST EXAMINATION</b>	
February 5	(Tuesday)	Conditioning; Biases & Applications	<i>Chapter 7: Learning</i>
February 7	(Thursday)	Instrumental Learning; Behavior Modification	
February 12	(Tuesday)	Mnemonics	<i>Chapter 8: Memory</i>
February 14	(Thursday)	Memory Processes	
February 19	(Tuesday)	Encoding, Retrieval and Forgetting; Expertise	
February 21	(Thursday)	Problem-Solving; Language	<i>Chapter 9: Thinking (pp. 348-377 only)</i>
February 26	(Tuesday)	Cognitive Development	<i>Chapter 14: Development</i>
February 28	(Thursday)	To Be Announced	
March 3-10		<i>Spring Break</i>	
March 12	(Tuesday)	Emotional Development	
March 14	(Thursday)	<b>SECOND EXAMINATION</b>	

## SCHEDULE OF LECTURES, DISCUSSIONS, AND EXAMINATIONS

DATE		LECTURE/DISCUSSION TOPICS	TEXTBOOK READING ASSIGNMENT
March 19	(Tuesday)	Social Influence	<i>Chapter 13: Social Psychology</i>
March 21	(Thursday)	Social Cognition	
March 26	(Tuesday)	Obedience; Informed Consent	
March 28	(Thursday)	Psychopathology	<i>Chapter 16: Psychopathology</i>
April 2	(Tuesday)	Psychoanalysis	<i>Chapter 15: Personality (pp. 605-614 only)</i>
April 4	(Thursday)	Psychotherapy	<i>Chapter 17: Treatment of Mental Disorders</i>
April 9	(Tuesday)	Psychopharmacology	
April 11	(Thursday)	<b>THIRD EXAMINATION</b>	<i>No new reading assignments—review previous material to prepare for Final Examination.</i>
April 16	(Tuesday)	Hypnosis; Homeostasis	
April 18	(Thursday)	Circadian Rhythms; Liberal Education	
April 24	(Wednesday)	<b>FINAL EXAMINATION</b>	

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

### FINAL EXAMINATION

WEDNESDAY, APRIL 24  
132 LAKE HURON HALL  
8:00-9:50 A.M.