

# PSY 101 (sections 3 & 8) - Introductory Psychology Winter 2020

## INSTRUCTOR INFORMATION

**Professor:** Kristy K. Dean, PhD

**Please call me:** Dr. or Professor Dean (pronouns: she/her/hers)

**Phone:** 616-331-2412

**Email:** [deankr@gvsu.edu](mailto:deankr@gvsu.edu) (expect a response within 24 hrs)

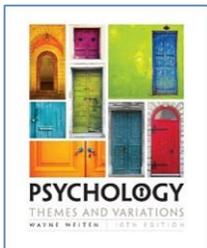
**Office:** 2138 AuSable Hall

**Office hours:** Mondays, Wednesdays, and Fridays, 11am-12pm and by appointment

**Ask me about:** anything related to our class, real world applications of psychology, majoring or minoring in psychology, getting involved in psychology research, graduate school and psych-based careers, being a first-generation college student, cats, etc.

## COURSE OBJECTIVES AND FORMAT

**Meeting Times and Place:** section 3: Mondays, Wednesdays, & Fridays 9-9:50am, LMH176  
section 8: Mondays, Wednesdays, & Fridays 10-10:50am, LMH176



**Textbook:** Our course will be using Psychology: Themes and Variations (10<sup>th</sup> edition) by Wayne Weiten (published by Cengage in 2017). This textbook is REQUIRED. Note: The bookstore offers two format options – digital access only (i.e., an Ebook), or digital access plus a loose-leaf binder copy of the book. The content is the same regardless of the format.

**Course Overview:** This course will introduce you to the theories, research methodologies, and applications of psychology – the study of human behavior – and help you appreciate the importance of psychological phenomenon in your own life. A wide range of topics will be covered; some students consider the course to be rigorous and difficult because of this. However, it is important to remember that all of these topics refer to our experiences as humans...and chances are, all of us have spent some time contemplating the causes and consequences of our own and other's behavior. You are encouraged to apply your knowledge of the material to your own lives and the world around you.

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

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

**Class Format:** The class is primarily lecture-based, but will include discussion, in-class activities and assignments, and video demonstrations throughout the semester. Class sessions highlight important concepts within the text, however the class sessions and the text supplement each other, too; both cover material that will not (and cannot) be covered in the other format. Therefore, it is strongly recommended that students read the assigned readings PRIOR to attending the corresponding lecture, and attend all class sessions.

**Interacting with the Material:** Attending class sessions is only one way you are expected to interact with the course material. Outside of class you are expected to read the assigned chapters, complete assignments and enrichment activities, and, of course, study. Teaching experts suggest that students should devote approximately 2-3 hours to studying for every 1 credit of coursework. Given this course is 3 credits, this means you should spend 6-9 hours a week studying for this course if you desire an "A". This can vary - some students may want to devote more time, some students can get away with less. Studying for a college-level course should involve more than merely reading the textbook, underlying sentences, and memorizing definitions. These activities are useful, but suggest average effort and often result in average learning, equivalent to an average grade (which is a C+). The Blackboard website has several resources (in Supplemental Links) that will help you identify and implement new and more useful study strategies. In general, consider asking yourself the following questions to determine if you really understand the material you've been studying: 1) Can I accurately describe these concepts in my own words? For instance, after reading a section of the textbook, can I close the textbook and accurately and fully summarize what I just read? 2) Can I provide examples for these concepts, examples that are different from the ones used in class or the textbook? 3) Can I describe how these concepts relate to other concepts I've learned in this course?

### **GRADING POLICY**

Course grades will be based on total points earned from the following sources:

<b><u>COURSE ACTIVITY</u></b>		<b><u>POINT VALUE</u></b>
Exam #1 & #2	2 exams x 40 pts each	80 pts
Final Exam		60 pts
Psych. Goals Assign.		20 pts
Homework Assignments	4 assignments x 15 pts each	60 pts
In-Class Assignments		20 pts
Preparation Quizzes	3 quizzes x 10 pts each	30 pts
Enrichment Activities	4 activities x 5 pts each	20 pts
Gen. Ed. Assessment		10 pts
Extra Credit		15 pts

\*\*Total of 300 points, not including extra credit\*\*

**Exams:** There will be two exams and one final exam in this course. All exams will consist of multiple-choice questions. Exams #1 and #2 (both 40 questions) are not cumulative. The final exam (60 questions) will be cumulative; ~66% of the questions will come from the material covered since the last exam, and ~34% of the questions will come from prior material.

***Late Work/Make-up Policy:*** It is the student's responsibility to contact the professor within a week of the exam and make arrangements for a make-up exam. Make-up exams are negotiable if 1) you have a good reason and coordinate with the professor at least one week before the scheduled exam; or 2) you provide documented evidence of an unexpected, excused absence.

**Psych. Goals Assignment:** Psychology can offer some important insights into how people learn and what strategies are better or worse for retaining the information you are studying. This assignment involves reviewing material online and in the textbook regarding effective learning/studying strategies and applying this to your study plan for this course.

***Late Work/Make-up Policy:*** The deadline for this assignment is by the end of class on the due date. Late assignments will be penalized 2 points for each day it is late.

**Homework Assignments:** Students will be required to complete 4 out of a possible 14 homework assignments (available on Blackboard, in Assignments section). These assignments involve answering approximately 4 to 6 short-answer/essay questions that correspond to the textbook chapter. Students can choose which homework assignments they wish to complete, and are ultimately responsible for keeping track of the number of assignments completed. That being said: Please note that ONE assignment must be completed BEFORE THE FIRST EXAM, and a SECOND assignment must be completed BEFORE THE SECOND EXAM. If not, 2 points will be deducted from all subsequent homework assignments turned in (4 points if both requirements are not met). Each assignment is due on the FIRST day the topic is discussed in class (see Schedule, below, for all deadlines). An optional 5<sup>th</sup> assignment can be completed to replace the lowest homework assignment score. Students can complete all assignments, and the professor is willing to provide feedback on all assignments turned in, but only the first 4 (or 5) will be graded.

***Late Work/Make-up Policy:*** The deadline for each homework assignment is by the end of class on the due date. Late assignments will be penalized 2 points for each day it is late.

**In-Class Assignments:** To encourage attendance and active participation, students will complete in-class assignments throughout the semester that assess understanding and use of content covered during class sessions.

***Grading:*** These assignments are brief, completed during class, not announced ahead of time, will be worth approximately 1-2 points, and are graded on a pass/fail basis.

***Late Work/Make-up Policy:*** There are no make-up opportunities for in-class assignments. Instead, additional in-class assignments will be offered during class sessions as extra credit.

**Preparation Quizzes:** In an attempt to encourage distributed learning (i.e., studying continuously over the course of the semester, rather than only right before an exam) and help students distinguish between the topics they know well vs. do not understand, three quizzes are assigned, to be completed several days before each exam. These quizzes will be administered through Blackboard and cover topics that will appear on the upcoming exam. You can use your book and notes but NOT other people when completing the quizzes.

**Late Work/Make-up Policy:** The deadline for quizzes is 4pm on the due date. Given quizzes are available for a week, late quizzes are only accepted if the student provides documentation of a week-long excused absence.

**Enrichment Activities:** To acquaint students with the nature and variety of research topics and experimental methodologies in psychology, students will complete 4 credits of enrichment activities of their choosing, worth 5 points each. There are three types of enrichment activities:

Option #1: Participating in research studies.

This type of enrichment activity gives you an insider's perspective on how psychologists do research and an opportunity to contribute to the psychological literature you read about in your textbook!

Option #2: Participating in research technique activity sessions.

This enrichment activity option provides a more in-depth understanding of specific psychological research techniques.

Option #3: Reading and summarizing professional research.

This enrichment activity option gives students an opportunity to delve more deeply into original sources of research information and learn how research information is communicated.

All of these enrichment activity options are described in more detail in the Appendix section of the syllabus.

**Grading:** All PSY101 students at GVSU are required to earn 4 enrichment activity credits. In our course, each credit will be worth 5 points, equaling 20 points total. Different enrichment activity options are worth different amounts of credits; see Appendix for details.

**Late Work/Make-up Policy:** See Schedule of Readings and Assignments for deadlines. Given enrichment activities can be completed throughout the semester, there are no make-up opportunities for this assignment and late assignments are not accepted.

**General Education Assessment:** All courses that are part of GVSU's General Education program are required to assess students' strength of knowledge of core components of the course (i.e., theories, methodologies, etc.) as well as key skills that are developed during the course of studying the topical area (i.e., creative thinking, ethical reasoning). Thus, the General Education Assessment for PSY101 will involve a brief quiz, administered via Blackboard, during the last week of the semester. Please monitor Blackboard and the announcements made in class for information regarding the deadline for this assignment (TBD). Note: This assessment is DIFFERENT from the Course Evaluation, which asks your opinion of various aspects of this course.

**Grading:** Completing the quiz will result in 10 points. Failure to complete the quiz (or take it seriously) will result in 0 points.

**Late Work/Make-up Policy:** The deadline for this assignment is 4pm on the due date. Late assignments will be penalized 2 points for each day it is late.

**Extra Credit Opportunities:** Extra credit opportunities will be announced in class and via Blackboard. The nature of these assignments will vary but could involve 1) additional brief

in-class assignments, 2) writing a brief paper that summarizes students' understanding of a recent finding or topic of relevance in psychology, or 2) completing additional enrichment activities (if permitted).

Final grades will be as follows:

Grade	% Earned	Grade	% Earned
A	94 and above	C	73 - 76.9
A-	90 - 93.9	C-	70 - 72.9
B+	87 - 89.9	D+	67 - 69.9
B	83 - 86.9	D	63 - 66.9
B-	80 - 82.9	F	62.9 and below
C+	77 - 79.9		

These are firm cut-offs. I only round up if a grade is  $> .95$  (e.g., 82.96% will be rounded up to an 83%, but an 82.94% would not be rounded up). It is your responsibility to ensure your grade is where you want it to be at the end of the semester. This includes reaching out to your professor to discuss strategies for improving your learning and mastery of the course material and ensuring your efforts translate into mastery.

### SCHEDULE OF READINGS AND ASSIGNMENTS

<u>Date</u>	<u>Scheduled Topic</u>	<u>Assignment/Exam</u>
Jan. 6 <sup>th</sup> (M), 8 <sup>th</sup> (W)	Introduction and Welcome	Read: Chapter 1
Jan. 10 <sup>th</sup> (F), 13 <sup>th</sup> (M), 15 <sup>th</sup> (W)	Research Methods	Read: Chapter 2 <b>Homework #1 due 1/10</b>
Jan. 17 <sup>th</sup> (F), 22 <sup>nd</sup> (W), 24 <sup>th</sup> (F)	Biological Bases of Behavior	Read: Chapter 3 <b>Homework #2 due 1/17</b>
<b>Jan. 20<sup>th</sup> (M)</b>		<b>NO CLASS - MLK Day</b>
<b>Jan. 22<sup>nd</sup> (W)</b>		<b>Psych. Goals Assign. Due</b>
<b>Jan. 24<sup>th</sup> (F)</b>		<b>Deadline for Prescreening Survey</b>
Jan. 27 <sup>th</sup> (M), 29 <sup>th</sup> (W)	Sensation and Perception	Read: Chapter 4 <b>Homework #3 due 1/27</b>
Jan. 31 <sup>st</sup> (F), Feb. 3 <sup>rd</sup> (M), 5 <sup>th</sup> (W)	Consciousness	Read: Chapter 5 <b>Homework #4 due 1/31</b>
<b>Jan. 31<sup>st</sup> (F)</b>		<b>Quiz #1 Deadline</b>
<b>Feb. 7<sup>th</sup> (F)</b>		<b>EXAM #1</b>
Feb. 10 <sup>th</sup> (M), 12 <sup>th</sup> (W), 14 <sup>th</sup> (F)	Learning	Read: Chapter 6 <b>Homework #5 due 2/10</b>
Feb. 17 <sup>th</sup> (M), 19 <sup>th</sup> (W), 21 <sup>st</sup> (F)	Human Memory	Read: Chapter 7 <b>Homework #6 due 2/17</b>
Feb. 24 <sup>th</sup> (M), 26 <sup>th</sup> (W)	Cognition and Intelligence	Read: Chapter 8 <b>Homework #7 due 2/24</b>
<b>Feb. 28<sup>th</sup> (F)</b>		<b>NO CLASS</b>

<b>March 2<sup>nd</sup> (M), 4<sup>th</sup> (W), 6<sup>th</sup> (F)</b>		<b>NO CLASS Spring Break</b>
March 9 <sup>th</sup> (M), 11 <sup>th</sup> (W)	Motivation and Emotion	Read: Chapter 9 <b>Homework #8 due 3/9</b>
March 13 <sup>th</sup> (F), 16 <sup>th</sup> (M), 18 <sup>th</sup> (W)	Human Development	Read: Chapter 10 <b>Homework #9 due 3/13</b>
<b>March 13<sup>th</sup> (F)</b>		<b>Quiz #2 Deadline</b>
<b>March 20<sup>th</sup> (F)</b>		<b>EXAM #2</b>
March 23 <sup>rd</sup> (M), 25 <sup>th</sup> (W)	Personality	Read: Chapter 11 <b>Homework #10 due 3/23</b>
March 27 <sup>th</sup> (F), 30 <sup>th</sup> (M), April 1 <sup>st</sup> (W)	Social Psychology	Read: Chapter 12 <b>Homework #11 due 3/27</b>
April 3 <sup>rd</sup> (F), 6 <sup>th</sup> (M)	Stress, Coping, & Health	Read: Chapter 13 <b>Homework #12 due 4/3</b>
April 8 <sup>th</sup> (W), 10 <sup>th</sup> (F), 13 <sup>th</sup> (M)	Psychological Disorders	Read: Chapter 14 <b>Homework #13 due 4/8</b>
<b>April 14<sup>th</sup> (T)</b>		<b>Enrichment Activity Deadline</b>
April 15 <sup>th</sup> (W), 17 <sup>th</sup> (F)	Treating Psychological Disorders	Read: Chapter 15 <b>Homework #14 due 4/15</b>
<b>April 15<sup>th</sup> (W)</b>		<b>Quiz #3 Deadline</b>
<b>Sec. 3 = April 22<sup>nd</sup> (W), 8-9:50am Sec. 8 = April 20<sup>th</sup> (M), 10-11:50am</b>		<b>FINAL EXAM</b>

\*\*This schedule is subject to change. Students are responsible for any changes announced in class and/or on Blackboard.\*\*

### COURSE POLICIES

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

**Withdrawing from a Course:** The ultimate deadline for withdrawing for this course (or any course at GVSU) is Friday, March 6<sup>th</sup> by 5pm.

**Attendance Policy:** You are adults, so you should be able to regulate your behavior and evaluate the costs and benefits of your decisions, including whether or not you attend class sessions. Attendance is not required, but strongly recommended. If you miss class, you are strongly encouraged to download the abbreviated lecture notes from Blackboard (which are abbreviated, but will contain important announcements) and supplement these with notes from your classmates.

**Excused vs. Unexcused Absences and Documentation:** The following is an excerpt from the University Class Attendance policy:

“Absences due to the following reasons should be treated as excused: 1) absences of students who miss class due to active participation in an intercollegiate event; 2) absences due to the observance of religious holidays, see PC 9.6, Religious Inclusion Policy; 3) absences due to military duty; 4) absences due to jury duty, or appearance in

court or other government hearings; 5) student medical conditions that preclude class attendance; 6) birth or adoption of child; and 7) absences due to attendance at an academic and/or professional conference.”

In this course, the list of excused absences is expanded to also include: absences due to 8) medical or professional appointments (e.g., job interviews), 9) medical conditions of a loved one; 10) funerals/memorial services; and 10) previously scheduled family celebrations (e.g., weddings, etc.). In all cases, excused absences must be documented. If you are aware of a previously scheduled excused absence – a wedding, intercollegiate event, doctor’s appointment, etc. – arrangements for your absence must be made in advance of that event. Of course, arrangements for unanticipated excused absences – illness, death of a loved one, etc. – can be made after the event. In general, excused absences are due to events that are beyond the student’s control. Going home early for the weekend is not an excused absence.

**General Late Work/Make-Up Policy:** Assignments completed outside the classroom should be printed and turned in before or after class. Assignments can also be turned in at the Psychology Department office (2224 AuSable Hall) by the due date/time. Unless otherwise noted, a homework assignment is considered late if it is not handed in by the end of class on the day the assignment is due. Emailed assignments will NOT be accepted. See the specific instructions for each assignment (above) for information about make-up/late assignments.

**Accommodations for Students with Disabilities:** If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources (DSR) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Please begin coordinating with your professor as soon as possible at the beginning of the semester. Furthermore, if you have a physical disability and think you will need assistance evacuating the classroom and/or building in an emergency situation, please contact me so I can develop a plan to assist you.

**Technology Use:** You are welcome to use computers/tablets during class for note-taking. However, the use of technology for personal reasons (e.g., checking email, using Facebook) during class is highly inappropriate and disrespectful to other students and myself. Please silence and put away all phones during class. I will use my discretion in reducing grades for those students who are using computers or other technology in a distracting or disrespectful manner when class is in session.

**Classroom Conduct:** We are all capable of conducting ourselves in a civil and respectable manner. It is your responsibility to limit rude and distracting behavior (e.g., excessing talking during class, eating meals, etc.), not only for the sake of your classmates – who will be judging you – but for the sake of your learning (and ultimately, your grade in the course). Active involvement in class activities and discussions is strongly encouraged, but please be mindful of whether you are preventing your classmates from contributing. It is okay to disagree with others, and it is okay to express non-mainstream views. However, bigotry and disrespect are unacceptable. Think about what you want to say, edit if necessary, then speak.

Disrespectful students will be called out by the professor or classmates, asked to leave, and/or removed from class by campus police.

**Statement of Academic Dishonesty:** The following is adapted from the Student Code, Sections 223.00 and 223.01: The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind.

- a. No student shall knowingly procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- b. No student shall complete, in part or in total, any examination or assignment for another person.
- c. No student shall allow any examination or assignment to be completed, in part or in total, by another person.
- d. No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without specific authorization from the instructor(s) of the class(es) to which the student wishes to submit it.
- e. No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own. Offering the work of someone else as one's own is plagiarism. Any ideas or materials taken from another source for either written or oral presentation must be fully acknowledged. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs, to entire articles copied from the internet, books, periodicals, speeches, or from the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. In short, any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

Students can (and are encouraged to) study together, but all assignments and exams should be the sole work of the individual student, unless otherwise stated. Also, students should strive to avoid the *appearance* of dishonesty; these are behaviors associated with academic dishonesty (i.e., checking phone during exam, completing quizzes together) that raise concerns that you may be potentially dishonest in your work. Any violation of academic integrity, even on a small scale, can result in a failing grade in the course.

**Blackboard:** The course Blackboard website is ESSENTIAL to your success in the course. It is the student's responsibility to visit Blackboard and stay current of the material posted in this forum. Blackboard will be used in the following ways:

- 1) **Grades:** All grades will be posted on Blackboard within one week of the assignment date. For security reasons, I only discuss grades over email if the student initiates that conversation.
- 2) **Course materials:** Most course materials (e.g., syllabus, assignments, review guides) will be posted on Blackboard. Review guides for the exam will be posted one week before the scheduled exam date. Abbreviated lecture slides will be available before class. I also like to post links to fun and/or educational Psychology websites on Blackboard, so if you have any to suggest, let me know.

**3) Announcements:** All major announcements will be made in class and posted on Blackboard.

**4) Quizzes:** Three quizzes will be administered via BB.

**Library Resources:** The library has Peer Research Consultants that can work with you one-on-one or in a small group to assist you with research. Information about Peer Research Consultants can be found on the library homepage (also linked on BB). Also, the Psychology Library Subject Guide (<https://libguides.gvsu.edu/psych>, also on BB) contains links to all of the psychology databases and other specific resources for psychology students.

## APPENDIX

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### Enrichment Activities:

#### Learning about Psychological Research

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In the Enrichment Activities portion of the course, students will become acquainted with the nature and variety of research in psychology. Three kinds of enrichment activities are available:

- *Option 1* involves being a participant in research studies conducted by Psychology Department faculty and students.
- *Option 2* involves completing activities that will give you first-hand experience with research techniques used in Psychological research.
- *Option 3* involves writing summaries of research studies published in scholarly journals.

Students must earn *four* enrichment activity credits for this requirement. Each article summary (Option 3) is worth 1 credit, while Psychology Department research studies (Option 1) and research technique activities (Option 2) are worth a varying number of credits (the number of credits depends upon how much time it takes to complete the study/research technique activity).

**In order to complete Option 1 and 2 activities, you must register for a SONA Systems account (Scheduling System Software).** Once you have an account, you can log in whenever you want and sign up to participate in any available studies/activities for which you qualify. To access SONA Systems, along with downloadable registration instructions, follow this link: <https://www.gvsu.edu/psychology/be-a-participant-in-research-296.htm> Video tutorials are available at the following link that will walk you through the registration and study sign-up process: <https://gvsu.hosted.panopto.com/Panopto/Pages/Viewer.aspx?pid=14a9aaf9-814f-4a4c-830e-a9ce013e8887>

SONA Systems maintains a strict policy protecting your privacy and confidentiality. This policy is available for review in the Psychology Office.

## **Option 1: Participation in Psychology Studies**

### **Objective**

By participating in psychology research studies, you will experience directly some of the procedures used in psychological research while also making a valuable contribution to the generation of knowledge within the discipline. All studies have been reviewed and approved by the university's Institutional Review Board (IRB). The IRB is an administrative body established to protect the rights and welfare of human research participants.

### **Step 1: Find a study and sign up**

When you log in using your new SONA Systems account, you will see a list of studies. If there are available timeslots there will be a link on the right that will take you to a sign-up page. Before you sign up to participate in a study, review any listed restrictions (for example, "left-handed people only"). If you do not meet the posted eligibility requirements, you will not receive credit for the study.

### **Step 2: Participate in the study**

Some studies on SONA Systems may be completed online, while other studies will require you to participate in person at a physical location (the Psychology Laboratories in Au Sable Hall). **No more than 2 credits from online studies may count toward your 4 required enrichment credits.** If the study requires you to attend a session at a particular location, please arrive on time, as studies start punctually. If you sign up for a study session but cannot attend, please cancel your session online.

At the beginning of a study session, you will first be given a description of what you will have to do, 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 24 hours after you participate in a study.

### **Under 18?**

Special rules apply to students who are under 18. A general non-study specific Parent/Guardian Permission form must be completed and placed on file in the Psychology office before you are able to participate in any of the studies. In most instances, having the general non-study specific document on file will allow you to participate in studies. However, it is important to read carefully the eligibility requirements for a study. If you need a study specific Parent/Guardian consent form signed in order to participate, it will say so in the eligibility section of the study description. If you are under the age of 18 when you create your SONA Systems account, you will receive an informative email from Casimir Tokarski, the Psychology Department Laboratory Assistant detailing the steps you will need to take in order to document parental consent. Once your parental consent form is on file, you will see a list of studies for which you are eligible.

### **Participation opportunity during the first 3 weeks of the semester: Prescreening Survey**

An on-line prescreening questionnaire is available for the first three weeks of the semester when you log in to SONA Systems. **This is only available to students who are 18 years of age or older.** You are not required to complete this survey, but if you do you may receive invitations to additional studies later in the semester. Thus, completing the pre-screening survey may increase the number of studies you will be eligible to choose throughout the semester. Completing the survey counts as one-half credit toward Enrichment Activities. The survey 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. The prescreening survey will be available the first week of classes. The last date to participate is **January 24<sup>th</sup>, 2020.**

## **Option 2 Research Techniques Activities**

### **Objective**

By completing research techniques activities, you will carry out some of the procedures researchers use in their psychological research. For example, you may be asked to watch an exchange between two people and carry out behavioral coding of their interaction. In doing these activities you will gain an understanding of the strengths and limits of various research methods used in psychological science. Research Techniques Activities are listed in SONA Systems along with the research studies. There are no age restrictions on these activities. You may complete each activity only once.

### **Need Help?**

If you have questions regarding any aspect of Enrichment Activities 1 & 2, 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 complete Enrichment Activities Types 1 and 2 is **Tuesday, April 14<sup>th</sup>, 2020**.

## **Option 3: Papers on Psychological Studies in Scholarly Journals**

### **Objective**

This option will broaden your understanding of psychological research and how it is conducted. You will select a research article published in a peer-reviewed psychology journal and then write a brief report on the article. To complete the summary, follow these steps:

### **Step 1: Find a Journal**

Scholarly journals are available electronically through the GVSU Library website. Be sure to access the journals *only* through the GVSU Library, not through other websites or other sources. You can watch a video showing how to search for and access journals at <http://libguides.gvsu.edu/psych>. Search for one of the following journals:

*Behavioral Neuroscience*  
*Developmental Psychology*  
*Experimental and Clinical Psychopharmacology*  
*Health Psychology*  
*Journal of Abnormal Psychology*  
*Journal of Consulting and Clinical Psychology*  
*Journal of Counseling Psychology*  
*Journal of Educational Psychology*  
*Journal of Experimental Psychology: General*  
*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*

Be sure the title of the journal matches *exactly* one on this list. Only articles from the above journals qualify for this assignment. There are other journals with very similar names to those on the list above that do not qualify for this assignment.

### Step 2: Select an article

Once you have chosen a journal, you must find an article in the journal. Choose an article that meets the following criteria:

- It must be published in 2018 or 2019
- It must report an empirical study (i.e. one that is based on the collection of data). The article should have sections labeled “Methods and “Results.”

Most articles in the journals listed above will qualify. However, some articles do not qualify for this assignment, so you must check them to be sure they have methods and results.

Download the .pdf file of the article to read it in full.

### Step 3: Read the article

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.

### Step 4: Write the paper

- First, put the following information in the top left-hand corner of the first page:

Your name

Your student number (G-number)

Your professor's name and the date

- Second, 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. (2013) Full title of the article here. *Name of the journal in italics here*, volume number, page range.

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.

- Third, make three headings, copying the exact words of the three questions below:

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?*

Your article summary will consist of answers to these three questions. Under each heading, write a well-organized paragraph of 100 to 300 hundred words to address the question. Do this for each one of the three questions. No separate introduction or conclusion is required; simply answer the three questions.

*The Paper Must Be Your Own Work and Written in Your Own Words. Do not just copy or paraphrase the abstract or the paper.* Grand Valley State University’s policy on plagiarism (described in the catalog and in the Student Code) states “[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.

### **Step 5: Copy of the first page of journal article**

Print the first page of the article that you read and staple it to the back of your summary. Make sure that the printout 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 print from a pdf file, all of the required information will usually be on the first page of the article. 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.

### **Step 6: Double-check your paper**

Before you turn it in, use this checklist to make sure you have met all the requirements:

- \_\_\_ Did you choose an article from a journal exactly matching one on the list above?
- \_\_\_ Is the article from 2018 or 2019?
- \_\_\_ Does the article report original findings, with methods and results?
- \_\_\_ Does your paper answer the 3 questions in 3 paragraphs of 100-300 words each?
- \_\_\_ Did you include your name, g-number, professor, and date at the top?
- \_\_\_ Did you include a reference?
- \_\_\_ Did you include a copy of the first page of the article?

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 3* papers can be turned in anytime during the semester. The last date to submit papers is **Tuesday, April 14<sup>th</sup>, 2020 by 4pm.**