



INTRODUCTORY PSYCHOLOGY

PSY 101 (SECTION 03)

FALL SEMESTER, 2016

PROFESSOR ROBERT W. HENDERSEN

SYLLABUS

COURSE SUMMARY

This course is a broad, introductory survey of psychological science. There are no prerequisites. The course introduces students to discoveries that have contributed to the understanding of 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 in controversial areas where the dust has not yet settled. 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 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 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 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 previewing serves several purposes. 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 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. 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. Some of the core background material provided in the textbook will not be covered in class, but class presentations will assume you are familiar with 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, you should consult the textbook regularly.

COURSE WEBSITE

A website 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. It will introduce to some of the "ways of knowing" common in the Social Sciences and provide you an understanding of how knowledge in the social science and behavioral sciences is created, evaluated, and applied. You will be introduced to some major theories, concepts, methods, and findings. You will learn to develop a critical stance, and you will be provided some of the intellectual tools necessary to evaluate ideas within the field of psychology.

The course will help you develop skills for articulate expression, including teaching you some of the technical vocabulary of the field. You will also learn how to locate, evaluate, and use information effectively.

Problem-solving is one of the topics covered in the course, and you will have opportunities to apply what you learn to develop your own problem-solving skills in domains relevant to students, such as improving the effectiveness of studying. A constant theme will be the development of critical and creative thinking skills, including ethical reasoning, within the domain of psychological science.

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 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.

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 then 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. Rather, you should study the material at a steady pace, devoting six to nine hours each week to studying outside of class. If you do fall behind, seek assistance from the instructor immediately.

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 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. 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. This self-assessment of your learning is probably the most important step in the studying process. It is important that you explain the concepts “out loud” rather than just thinking about them. This is a way of testing whether you truly understand the concept. If you do not have a friend willing to endure listening to your explanations, try this: 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 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, with your own examples.

4. Once you have passed the self-test of being able to explain the concepts out loud, then review them regularly (every few days). Review the concepts by going through the checklist of concepts 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. 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. 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.

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, because if you fail to study and understand part of the course material, this will affect performance on the final examination. 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), 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, 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 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 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, September 11**.

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 under 18, please use *Option 2*, or see the Laboratory Assistant, Jeff Nolan, for information about permission requirements before participating in studies.

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, December 6**.

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 2016 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
- 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. Base your paper on the “full text” version of the journal article. You can watch a video titled “Finding Journals by Title” by going to <http://libguides.gvsu.edu/psych>. Access the journals *only* through the GVSU Library, not other sources or websites, as such materials may be incomplete or from the wrong journal.

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.

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, 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. (2016) 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 letters “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.

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. 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, 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, December 7**. No late papers will be accepted. 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 late in the semester. This activity is required, and you will receive 4 points for completing it. Students whose performance on the activity is strong will receive an additional 2 extra credit 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 turns explaining each key concept, in your own words, with your own examples.

STUDENT INSTRUCTIONAL AIDE

Chad Jackson is the Student Instructional Aide (SIA) for this course. Jackson is an advanced student whose role is to assist students who would like help mastering the course material. Jackson will hold regular office hours when he will be available to answer questions, clarify concepts, and offer suggestions for how to study. The SIA will also be available to review examinations once they have been graded. Jackson's office hours will be announced in class and posted on the course website. To consult with Jackson during his office hours, go to 2224 Au Sable Hall and ask the receptionist to direct you to him.

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

In case of fire or other emergency, Fire: 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	September 2
Labor Day Recess	September 4-6
Last Day to Complete Prescreening Survey	September 11
75% Tuition Refund Drop Deadline	September 23
First Examination	September 29
Drop Deadline	October 28
Second Examination	November 1
Thanksgiving Recess	November 23-27
Third Examination	December 1
Last Day to Participate in Studies (<i>Option 1</i>)	December 6
Last Day to Submit Papers (<i>Option 2</i>)	December 7
Last Day to Complete Assessment Activity	To Be Announced
Final Examination	December 14

SCHEDULE OF LECTURES, DISCUSSIONS, AND EXAMINATIONS

DATE		LECTURE/DISCUSSION TOPICS	TEXTBOOK READING ASSIGNMENT
August 30	(Tuesday)	The Scope and Roots of Psychology	<i>Read the Syllabus—Carefully!</i>
September 1	(Thursday)	Reactions and Reflexes	Prologue: What is Psychology?
September 4-6		Labor Day Recess	
September 8	(Thursday)	Falsifiability; The Brain & Neurons	<i>Chapter 3: The Brain and the Nervous System</i>
September 13	(Tuesday)	Synapses; Lateral Inhibition	
September 15	(Thursday)	<i>Guest Presenter:</i> Gayle Schaub	
September 20	(Tuesday)	Brain Damage; Sensory Adaptation	<i>Chapter 4: Sensation</i>
September 22	(Thursday)	Sensation and the Coding Problem	
September 27	(Tuesday)	Perception in Context	<i>Chapter 5: Perception</i>
September 29	(Thursday)	FIRST EXAMINATION	
October 4	(Tuesday)	Conditioning; Biases & Applications	
October 6	(Thursday)	Instrumental Learning; Behavior Modification	<i>Chapter 7: Learning</i>
October 11	(Tuesday)	Mnemonics	<i>Chapter 8: Memory</i>
October 13	(Thursday)	Memory Processes	
October 18	(Tuesday)	Encoding, Retrieval, and Forgetting; Expertise	
October 20	(Thursday)	Problem-Solving; Language	<i>Chapter 9: Thinking</i>
October 25	(Tuesday)	Cognitive Development	<i>Chapter 14: Development</i>
October 27	(Thursday)	Emotional Development	
November 1	(Tuesday)	SECOND EXAMINATION	

SCHEDULE OF LECTURES, DISCUSSIONS, AND EXAMINATIONS

DATE		LECTURE/DISCUSSION TOPICS	TEXTBOOK READING ASSIGNMENT
November 3	(Thursday)	Social Influence	<i>Chapter 13: Social Psychology</i>
November 8	(Tuesday)	Social Cognition	
November 10	(Thursday)	Obedience; Informed Consent	
November 15	(Tuesday)	Psychopathology	<i>Chapter 16: Psychopathology</i>
November 17	(Thursday)	Psychoanalysis	<i>Chapter 15: Personality (pp. 605-614 only)</i>
November 22	(Tuesday)	Psychotherapy	<i>Chapter 17: Treatment of Mental Disorders</i>
November 23-27		<i>Thanksgiving Recess</i>	
November 29	(Tuesday)	Psychopharmacology	
December 1	(Thursday)	THIRD EXAMINATION	
December 6	(Tuesday)	Hypnosis; Homeostasis	<i>No new reading assignments—review previous material to prepare for Final Examination.</i>
December 8	(Thursday)	Circadian Rhythms; Liberal Education	

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

FINAL EXAMINATION

WEDNESDAY, DECEMBER 14

132 LAKE HURON HALL

8:00-9:50 A.M.