

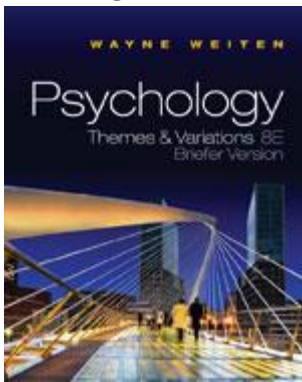
# PSY 101 (Section 4) – Introductory Psychology Winter 2017

## INSTRUCTOR INFORMATION

Dr. Kristy K. Dean, PhD  
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## COURSE OBJECTIVES AND FORMAT

**Meeting Times and Place:** Mondays, Wednesdays, & Fridays 11-11:50am, LOH174



**Textbook:** Our course will be using Psychology: Themes and variations (Brief edition, 8<sup>th</sup> edition) by Wayne Weiten (published by Thomson/Wadsworth in 2010). Note: Make sure you purchase the brief edition, which includes different content from the full-length version of the textbook that shares the same name (and is less \$).

**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 a great deal of time contemplating the causes and consequences of our own and other's behavior. The course begins with human biological and physical experiences, and ends with an emphasis on abnormal/extreme behavior.

**Learning Objectives:** By the end of this course, students will be able to...

- Recognize, recall, and understand basic psychological theories, concepts, and methodologies.
- Draw connections and make distinctions between theories, concepts, and methodologies by noting their similarities and differences, respectively.
- Employ psychological theories, concepts, and methodologies to understand current events and problems faced in everyday life.

**Class Format:** The class is primarily lecture-based, but will include opportunities for discussion, in-class activities (and in-class assignments, see below), and video

demonstrations. Class sessions highlight important concepts/findings 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 External 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, to someone who has not taken Intro Psychology? For instance, after reading a section of the textbook, can I close the textbook and 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>COURSE ACTIVITY</b>		<b>POINT VALUE</b>
Exam #1& #2	2 exams x 40 pts each	80 pts
Final Exam		60 pts
Homework Assignments	4 assignments x 15 pts each	60 pts
In-Class Assignments	4 assignments x 6-10 pts each	30 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 290 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. The exact composition of each exam (including # of items) will be discussed in class. Exams #1 and #2 are not cumulative. The final exam will be cumulative...about 66% of the questions will come from the material covered since the last

exam, and about 34% of the questions will come from prior material. Make-up exams will be given only in rare circumstances (see Policy section below).

**Homework Assignments:** Students will be required to complete 4 out of a possible 14 homework assignments (available on Blackboard, in Assignments section). An optional 5<sup>th</sup> assignment can be completed to replace the lowest homework assignment score. 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). 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.

**In-Class Assignments:** It is easy to be relatively passive during class sessions (writing only what appears on the Powerpoint slides, for instance). It is more challenging, but also very beneficial, to be actively engaging with the course material. Four in-class assignments will be completed, with the purpose of 1) encouraging students to actively engage with the material during class sessions, and 2) help students practice skills related to deeper levels of understanding (e.g., applying acquired knowledge to new situations; thinking critically and creatively; drawing conclusions based on evidence gathered). These assignments will be completed in groups, during class, and will be turned in at the end of class. In-class assignments will be announced in class a couple days before they will take place, and it is to the student's advantage to read the textbook chapters in preparation for the assignment.

**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 are encouraged to use your book and notes but NOT other people when completing the quizzes. The deadline to complete all quizzes is 5pm on the dates stated below.

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

**Option #1: Participating in research studies.**

Throughout the semester, you will have the opportunity to participate in research projects being conducted by the faculty and students in the Psychology Department. Please read the Appendix for instructions on how to set up a SONA account and utilize the SONA system to sign up and participate in research studies.

Option #2: Reading and summarizing professional research.

This enrichment activity involves reading a current empirical article published in a psychological journal, and writing a brief summary to document your reading. Please refer to Appendix for detailed instructions.

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

**Extra Credit Opportunities:** Extra credit opportunities will be announced in class and via Blackboard. These extra credit opportunities vary, but often involve 1) writing a brief paper that summarizes what students' learned about psychology from a source other than the textbook or class sessions, or 2) completing additional enrichment activities (if permitted). All extra credit opportunities and their deadlines will be discussed in class.

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		

\*This grading scale is subject to change.

**SCHEDULE OF READINGS AND ASSIGNMENTS**

<u>Date</u>	<u>Scheduled Topic</u>	<u>Assignment/Exam</u>
Jan. 9 <sup>th</sup> (M), 11 <sup>th</sup> (W)	Introduction and Welcome	Read: Chapter 1
Jan. 13 <sup>th</sup> (F), 18 <sup>th</sup> (W), 23 <sup>rd</sup> (M)	Research Methods	Read: Chapter 2 <b>Assign. #1 due Jan. 13<sup>th</sup></b>
<b>Jan. 16<sup>th</sup> (M)</b>		<b>MLK Day - NO CLASS</b>
<b>Jan. 20<sup>th</sup> (F)</b>		<b>NO CLASS</b>
<b>Jan. 22<sup>nd</sup> (Su)</b>		<b>Deadline for Prescreening Survey</b>
Jan. 25 <sup>th</sup> (W), 27 <sup>th</sup> (F), 30 <sup>th</sup> (M)	Biological Bases of Behavior	Read: Chapter 3 <b>Assign. #2 due Jan. 25<sup>th</sup></b>

Feb. 1 <sup>st</sup> (W), 3 <sup>rd</sup> (F)	Sensation and Perception	Read: Chapter 4 <b>Assign. #3 due Feb. 1<sup>st</sup></b>
Feb. 6 <sup>th</sup> (M), 8 <sup>th</sup> (W)	Consciousness	Read: Chapter 5 <b>Assign. #4 due Feb. 6<sup>th</sup></b>
<b>Feb. 6<sup>th</sup> (M)</b>		<b>Quiz #1 Deadline</b>
<b>Feb. 10<sup>th</sup> (F)</b>		<b>EXAM #1</b>
Feb. 13 <sup>th</sup> (M), 15 <sup>th</sup> (W), 17 <sup>th</sup> (F)	Learning	Read: Chapter 6 <b>Assign. #5 due Feb. 13<sup>th</sup></b>
Feb. 20 <sup>th</sup> (M), 22 <sup>nd</sup> (W), 24 <sup>th</sup> (F)	Human Memory	Read: Chapter 7 <b>Assign. #6 due Feb. 20<sup>th</sup></b>
Feb. 27 <sup>th</sup> (M), March 1 <sup>st</sup> (W)	Cognition and Intelligence	Read: Chapter 8 <b>Assign. #7 due Feb. 27<sup>th</sup></b>
March 3 <sup>rd</sup> (F), 13 <sup>th</sup> (M)	Motivation and Emotion	Read: Chapter 9 <b>Assign. #8 due March 3<sup>rd</sup></b>
<b>March 6<sup>th</sup> (M), 8<sup>th</sup> (W), 10<sup>th</sup> (F)</b>		<b>NO CLASS Spring Break</b>
March 15 <sup>th</sup> (W), 17 <sup>th</sup> (F), 20 <sup>th</sup> (M)	Human Development	Read: Chapter 10 <b>Assign. #9 due March 15<sup>th</sup></b>
<b>March 17<sup>th</sup> (F)</b>		<b>Quiz #2 Deadline</b>
<b>March 22<sup>nd</sup> (W)</b>		<b>EXAM #2</b>
March 24 <sup>th</sup> (F), 27 <sup>th</sup> (M)	Personality	Read: Chapter 11 <b>Assign. #10 due March 24<sup>th</sup></b>
March 29 <sup>th</sup> (W), 31 <sup>st</sup> (F), April 3 <sup>rd</sup> (M)	Social Psychology	Read: Chapter 15 <b>Assign. #11 due March 29<sup>th</sup></b>
April 5 <sup>th</sup> (W), 7 <sup>th</sup> (F)	Stress, Coping, & Health	Read: Chapter 12 <b>Assign. #12 due April 5<sup>th</sup></b>
April 10 <sup>th</sup> (M), 12 <sup>th</sup> (W), 14 <sup>th</sup> (F)	Psychological Disorders	Read: Chapter 13 <b>Assign. #13 due April 10<sup>th</sup></b>
April 17 <sup>th</sup> (M), 19 <sup>th</sup> (W)	Treating Psychological Disorders	Read: Chapter 14 <b>Assign. #14 due April 17<sup>th</sup></b>
<b>April 18<sup>th</sup> (Tu)</b>		<b>Enrichment Activity Deadline</b>
<b>April 21<sup>st</sup> (F)</b>		<b>NO CLASS Quiz #3 Deadline</b>
<b>Wednesday, April 26<sup>th</sup>, 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**

**Withdrawing from a Course:** The ultimate deadline for withdrawing for this course (or any course at GVSU) is Friday, March 10<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. Attendance is not required, but strongly recommended. If you miss class, I strongly encourage you to download the lecture slides

from Blackboard (which are abbreviated, but will contain important announcement and in-class activity information) and supplement these with more elaborate notes from your classmates. If you are unsure how to persuade others to lend you their notes, see the section on Persuasion in Chapter 15. Please note that your professor is immune to these persuasion techniques, so please connect with a classmate to obtain notes.

**Late Work Policy:** Homework assignments should be turned in during class, in person. If you are unable to come to class to deliver your assignment, I encourage you to request a friend to deliver it to class or to 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 (12pm) on the day the assignment is due. Emailed assignments will NOT be accepted. Late assignments will be penalized 2 points for each day it is late. Exceptions to the late work policy for homework assignments and preparation quizzes will be made ONLY if documentation (e.g., doctor's note, police report, etc.) is provided AND arrangements are made in a timely manner (within 3 days, before or after, the deadline). Enrichment activities can be completed at any time during the semester, so late enrichment activities will NOT be accepted. Late extra credit assignments will NOT be accepted.

**Make-Up Policy:** Alternative arrangements for exams and in-class assignments will be offered if: 1) you make arrangements for an earlier deadline at least 3 days prior to the exam/assignment; or 2) there is a real emergency, illness, or academic/professional obligation that is documented (e.g., doctor's note, police report, etc.) and the student contacts the professor within 3 days of the absence or deadline. Vacation travel (including leaving campus early for the weekend) is not an acceptable reason for a make-up. It is the student's responsibility to contact the professor to coordinate make-up arrangements.

**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.

**Other Accommodations:** We all have lives outside this course. Arrangements can be made to accommodate various life circumstances (e.g., illness, religious observances, university-related athletic or academic obligations, death of a loved one, etc.), but only if students contact the professor in a timely manner and provide the appropriate documentation. However, end-of-semester requests for more extra credit opportunities, revising a past assignment, or "just a couple more points" are unfair to your classmates and do not demonstrate a sincere commitment to learning – these will be denied.

**Classroom Conduct:** We are all adults capable of conducting ourselves in a civil and respectable manner. If you want to sleep, eat lunch, watch YouTube videos, text/chat with

friends, etc. – do it somewhere else! These activities are rude and distracting. Seriously, if you are unable or unwilling to regulate your behavior and pay attention for an hour, you need to address that shortcoming immediately. 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 publically ridiculed, 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.

Although students are encouraged to study together, all assignments and exams should be the sole work of the individual student, not a collaborative effort (unless the assignment is explicitly described as collaborative). Additionally, your instructor expects you to avoid any *appearance* of dishonesty. That is, avoid doing things that are associated with academic dishonesty (i.e., checking phone during exam) and thus raise concerns that you may be potentially dishonest in your work. Any violation of academic integrity, even on a small scale or on a small assignment, 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. Given security issues, I will not discuss grades over email unless 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:** In addition to making announcements in class, all announcements will be posted on Blackboard.

**4) Emails:** Many emails sent by the professor will be sent via Blackboard. Please verify the accuracy of your email address listed in Blackboard. I respond to emails promptly (within 12 hours, or sooner) when they are sent during normal business hours (8am to 5pm, M-F). Emails sent on weekends, holidays or in the evening may receive delayed responses because we have lives outside this course.

**Library Resources:** Gayle Schaub is the Psychology librarian and she can provide you with individualized research assistance. Her office is in the Mary Idema Pew Library; contact info is [schaubg@gvsu.edu](mailto:schaubg@gvsu.edu) or 331-2629. Her Psychology Library Subject Guide (on Blackboard) contains links to all of the psychology databases and other specific resources for psychology students. The library also 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 Blackboard).



## Appendix

### **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 *four* 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.

### **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. 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 22<sup>nd</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.

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 Lab Assistant, Jeff Nolan, for information about permission requirements before participating in studies.

### **Need Help?**

If you need assistance, please contact Jeff Nolan in the Psychology Department Office (2224 Au Sable Hall, 616.331.2195) 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 18th**.

### **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 or 2017 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 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. Separate introduction or conclusion sections are NOT 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. & Othername, S.B. (2013) 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**

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**

Papers can be turned in anytime, with a final deadline of **Tuesday, April 18th**. Emailed assignments WILL NOT be accepted.