

Introductory Psychology (PSY 101), Winter 2018

Syllabus and Lab Manual

Section 10, 1-1:50 pm, MWF, 2302 Au Sable Hall

Section 05, 2-2:50 pm, MWF, 2302 Au Sable Hall

Instructor: Jennifer Gross, Ph.D.

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Office Hours: 11:00-11:50 am on Monday and Wednesday; and by appointment. Students with appointments have priority over walk-ins.

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Course Description:

Three themes capture our quest into all things psychological. Although Psychology is a broad and diverse field (ranging from the anatomy of the eye, to forms of psychopathology, to psychology's insights on user-friendly design), all of *Psychology embraces the scientific study of human behavior (Theme 1)*. The scientific approach offers the highest standard of evidence, which affords a powerful approach to determine the validity of commonly made assertions (e.g., "Is watching violence on TV really harmless?"). With scientific scrutiny, you can critically evaluate advertising claims, propaganda, and other persuasive appeals. For example, are there really different "learning styles" (the idea that individuals differ in what mode [words vs. pictures vs. speech] of instruction is more effective, so instruction should be tailored accordingly)? Despite common beliefs about "visual learners" and "auditory learners", hot-of-the-press research found that "there is no adequate evidence base to justify incorporating learning styles assessments into general educational practice."¹ What changes could enhance learning? The "read-recite-review strategy" is a scientifically-proven technique for learning from a textbook that is more effective and efficient than hand-written notes². With scientific literacy, you have the tools to distinguish between pseudoscience and real psychological research.

The study of psychology reveals how even the simplest human behavior is influenced by a myriad of forces (Theme 2). This insight about the complexity of human behavior fosters avoidance of simplistic, naïve explanations for actions (like, there are two kinds of people in the world—the weak and the strong; the good and the evil). Nothing about human behavior is this simple. Consider that depression is one of the most common, and debilitating psychiatric conditions. With the popularity of antidepressant medications (e.g., Prozac, Zoloft) and the accompanying TV advertisements sponsored by pharmaceutical companies promising a cure, one might conclude that depression is due to a chemical imbalance in the brain. The implied premise—fix the imbalance, alleviate the condition. Such a premise is simplistic and wanting. For one, this naïve premise fails to recognize the role of negative life events as risk factors for depression.³ Second, if a cure was so simple, given the widespread use of antidepressant medications, depression should be a thing of the past. By selectively publishing only the efficacious results of antidepressant trials, the medical community and the public have been misled.⁴

Psychology has a practical impact on everyday life (Theme 3) by scientifically answering questions like: should I take Ginkgo Biloba to prepare for my next exam, are there elevated risks when driving while talking on the phone, how does the mosquito ringtone evade detection by my professor, do we only use 10% of our brains, and can stress increase my susceptibility to colds? Join me as we scientifically probe the underpinnings of human behavior.

¹ Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9(3), 105-119.

² McDaniel, M. A. et al. (2009). The read-recite-review study strategy: Effective and portable. *Psychological Science*, 20(4), 516-522.

³ Shrout, P. E. et al. (1989). Characterizing life events as risk factors for depression: The role of fateful loss events. *Journal of Abnormal Psychology*, 98(4), 460-467.

⁴ Turner, E. H., Matthews, A. M., Linardatos, E., Tell, R. A., & Rosenthal, R. (2008). Selective publication of antidepressant trials and its influence on apparent efficacy. *The New England Journal of Medicine*, 358, 252-260.

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

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

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

Course homepage on Blackboard (mybb.gvsu.edu):

Class information (e.g., syllabus, announcements, laboratory assignments, required readings, lecture slides, and grades) will be available on Blackboard.

Weekly laboratory participation via APA Online Psychology Lab (OPL): <http://opl.apa.org/>

Course Name: W20 PSY101

Class ID: 425732

Required textbook: Gray, Peter O. & Bjorklund, David F. (2018). *Psychology (Eighth Edition)*.

ISBN-10: 1-319-01589-1; ISBN-13: 978-1-319-01589-3

- Rent, or buy, the book by going here: <https://redshelf.com/book/847489/psychology-847489-9781319060350-peter-o-gray-david-f-bjorklund> Rental prices start at \$58.95 for 120 day access.

Required reading: Available electronically via “Course Documents” in Blackboard.

Course Grade Formula: Course grades will be based on scores from the following, weighted activities

Examination #1	17%
Examination #2	17%
Examination #3	17%
Final Examination	17%
Weekly Laboratory Assignment	27%
Learning about Psychological Research	5%

Letter Grades will be calculated according to the following scale:

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	60-66%
B-	80-82%	F	Below
C+	77-79%		

Forms of Evaluation I-IV:

I. Attendance:

You are expected to attend class. Students who attend regularly do well in the class. By attending class, you benefit by hearing content presented exclusively in lecture.

II. Exams:

To formally assess your understanding of course material, there will be four exams. Questions on the exams will be based on the material covered: 1) in lecture, 2) assigned readings, and 3) the laboratory assignments. See *Weekly Schedule* for exam dates. **Make-up exams** will be given for the

following circumstances: Official university activities (e.g., participating in sporting events), illnesses, and extenuating circumstances. Please email the professor as soon as possible to explain the situation, and request permission for an alternate exam date.

III. Laboratory Assignments:

The goal of this laboratory assignment is to foster your understanding of the scientific process in Psychology. Outside of class time, you will participate in classic and contemporary experiments in Psychology via the web. Take the time to read the background material for each lab at the host site. For all assigned experiments, you are expected to understand the theoretical underpinnings motivating the investigation; the procedures and methods of investigation, including the independent and dependent variables; the predicted experimental outcome (i.e., hypothesis); the results of the experiment expressed in statistics and graphs; potential limitations of the investigation; and how each experiment is related to material covered in class and the assigned readings.

Instructions for getting started with, and finding your data at, the Online Psychology Lab (<https://opl.apa.org/>)

You may complete the weekly experiments by using the GVSU computer labs or your own computer. Working on a GVSU computer, open the “Psychology Folder” on the desktop, then the “Online Psychology Lab.” If you are using your own computer, *Google Chrome* is the recommended browser. Before beginning, you will need to 1) download the required, complimentary software available at host site, and 2) allow pop-ups from the host site by recognizing it as a safe site. A few labs require headphones, so please plan accordingly.

1. Navigate to the Online Psychology Lab (<https://opl.apa.org/>).
2. Select “Student Login”.
3. Register with Google (recommended).
4. Participate in experiments! Please see “Weekly Schedule” for laboratory assignments and due dates. Once you select an experiment, you will be prompted to enter our **Class ID: 425732**; **Course Name: W20 PSY101**
5. Record (e.g., screen shot; write down) your ExperimentalResultsId and Summary Data at the completion of experiment, which will be submitted as part of your lab report. When your summary data are not automatically provided, look them up by selecting the “Data” option. Please Note: If your **ExperimentResultsID** or **summary data** are unavailable for any reason (e.g., ID failed to pop-up at end of experiment; data is missing from Excel file), simply state this problem in your lab report (e.g., “*My ExperimentResultsID did not appear at the end of the experiment*”). To minimize the likelihood this hiccup will reoccur, use Google Chrome and clean your computer’s cache on a regular basis

Laboratory Assignment Format: Answer the following questions, numbering your responses. Choose your words carefully. Write clearly, concisely, and with complete sentences. Check your grammar and spelling. I recommend preparing your responses in Word or other word processing program. Submit **Lab Reports** to Blackboard via Assignments.

1. State the **name of the lab** and the **date of your participation**.
2. Identify your **ExperimentalResultsID**

3. Provide your **summary data**, when furnished automatically at the completion of the experiment or available at the host site. When summary data are not furnished, simply state this using a complete sentence.
4. Identify and operationally define the **independent and/or predictor variable(s)**.
5. Identify and operationally define the **dependent variable(s)**.
6. State the experimental **hypothesis**, and **determine** if your summary data when furnished, is consistent with the **predicted outcomes**.
7. **Critique** the experiment. Offer potential, alternative explanations for the phenomenon observed that the researchers may have failed to consider. Consider the role of methodological limitations, variables not taken into consideration, or other weaknesses of the experiment. Be careful not to suggest the same “critique” for every lab.
8. Suggest **future directions**, such as how the experiment might be modified to improve the investigation. Future directions arise out of the research limitations identified for a specific lab and may include building on a finding; addressing a conceptual flaw in the design; or examining the theory in a new context, location, or culture. Be careful not to suggest the same “future direction” for every lab.

Hint: The answers to many of these questions can be found at the host. See “**Description**”.

Submit laboratory assignments to Blackboard by midnight on the due date to earn full credit. Late labs automatically receive ½ credit. No email submissions will be accepted. You are encouraged to submit proof of completion up to two weeks early. You are encouraged to keep a copy of the laboratory assignment for your personal records (backup proof of completion; helpful when preparing for exams).

PLEASE NOTE: Participation in all assigned labs is expected. Thus, failure to complete any lab report results in a corresponding grade deduction (as shown in the **Laboratory Assignment Grade**).

Laboratory Assignment Grade: will be awarded, according to the following schedule:

15 (of 15) labs by due date	100%
14	93%
13	87%
12	80%
11	73%
10	67%
9	60%
8...	50%....

IV. Learning about Psychological Research

Students are required to participate in activities designed to acquaint them 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 (usually 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 before the scheduled time, as studies start punctually. If you sign up for a study session but cannot attend, please cancel your session on-line.

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.** It is not necessary to do this survey, but by completing it, you may receive invitations to additional studies later in the semester based on your responses. 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 prescreen is open from 1/6-1/24. Thus, the last date to participate in the prescreening survey is **January 24.**

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.

Option 1 Deadline

The last day to complete Enrichment Activities Type 1 is **11:59 PM on April 14** (the Tuesday of the last class week).

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 by going to <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 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

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 **in class on April 13** (the Monday of the last class week).

Weekly Schedule:

Week 1 Introduction: *What constitutes science?*

Research Methods: *Experimental tools—Correlations and Experiments*

Testing washing machines relies on same scientific methods as does testing the mind

Readings (approx. 35 pages):

Chapter 1, Background to the Study of Psychology (pp. 1-27)*

*Be sure to consult study guide when reading the textbook!

Putnam, A. L., Sungkhasettee, V. W., & Roediger, H. L. (2016). Optimizing Learning in College: Tips From Cognitive Psychology. *Perspectives on Psychological Science*, 11(5), 652–660.

Lab (Friday, 1/10): In preparation for the weekly laboratory assignments, please familiarize yourself with the **APA Online Psychology website** at: <http://opl.apa.org/>

Week 2 Research Methods: *Does TV violence cause violence among viewers?*
Classical Conditioning: *The role of timing and contingencies.*
Worksheet: *Classical conditioning in daily life*

Readings (approx. 35 pages):

Chapter 2, Methods of Psychology (pp. 29-57)

Back Matter, Statistical Appendix (pp. A1-A9)

Lab #1 Monty Hall (due Friday, 1/17)

Select “quit” to complete lab after at least 60 total trials.

Your Data:

When you stayed with your first door choice, what percentage of times did you win the grand prize?

When you switched to a new door, what percentage of times did you win the grand prize?

Week 3 Classical Conditioning: *How do we learn to like, or dislike, something?*
Operant Conditioning: *The power of consequences!*
Worksheet: *Operant conditioning in daily life*

Martin Luther King, Jr. Day Recess, Monday, January 20

Readings (approx. 43 pages):

Chapter 8, Basic Processes of Learning (pp. 265-309)

Lab #2 Stroop (due Friday, 1/24) via alternate site: <https://faculty.washington.edu/chudler/java/ready.html>

Your Data:

Your reaction time for Word Set 1 _____

Your reaction time for Word Set 2 _____

What is the difference between your Word Set 2 time and Word Set 1 time?

(To calculate the difference: Word 2 time - Word 1 time = Difference) _____

Speculate on which condition you were more accurate in and why this occurred _____

Sunday, January 26th is the last date to participate in the prescreening survey!

Week 4 Operant Conditioning: *Can we reduce human suffering through conditioning?*
In-class movie (time-permitting): *The Dog Nose Knows* or *The Behavioral Treatment of Autistic Children*

Exam 1, Friday, Jan. 31

(EXAM 2 MATERIAL BEGINS HERE)**Lab #3 Lexical Decision (due Friday, 1/31)****Your Data:**

Related Accuracy: Words= ___%; Nonwords= ___%

Related Reaction Time: Words= ___ sec; Nonwords= ___ sec

Unrelated Accuracy: Words= ___%; Nonwords= ___%

Unrelated Reaction Time: Words= ___ sec; Nonwords= ___ sec

Week 5 Sensation and Perception: *Psychology applied to engineering, for better living.***Readings** (approx. 38 pages):

Chapter 7, The Psychology of Vision (pp. 225-263)

Lab #4 Ponzo Illusion (due Friday, 2/7)**Your Data:**

Background not present: Adjusted lower line to an average of ___% longer than the top line; judging the top line to be ___ [longer/shorter] than it actually was.

Background present: Adjusted lower line to an average of ___% longer than the top line; judging the top line to be ___ [longer/shorter] than it actually was.

Week 6 Sensation and Perception: *The Mechanics.***Readings** (approx. 31 pages):

Chapter 6, Smell, Taste, Pain, Hearing, and Psychophysics (pp. 192-223)

Lab #5 Numerical Memory (NOTE: requires headphones) (due Friday, 2/14)**Your Data:**

Time: ___ sec

Audio # Correct (AUD): ___

Visual # Correct (VIS): ___

Lab #6 Mental Rotation (due Friday, 2/14)**Your Data:**

(Copy and paste your data line from the site)

ANG0COR ANG0TIME DANG0COR DANG0TIMEetc.

**Week 7 Memory: *Memory feats, foibles, and fallacies.*
Memory: *Strategies for improvement.***

Attention: *Can you simultaneously talk on that cell phone and safely drive, really?*

Readings (approx. 47 pages):

Chapter 9, Memory, Attention, and Consciousness (pp. 310-357)

Lab #7 Self-Reference (due Friday, 2/21)

Your Data:

Self Hit Rate (SELF HR): ____

Self False Alarm Rate (SELF FAR): ____

Self Discrimination Index (SELF DI): ____

E-word Hit Rate (EWORD HR): ____

E-word False Alarm Rate (EWORD FAR): ____

E-word Discrimination Index (EWORD DI): ____

My data is ____ [consistent/inconsistent] with the hypothesis because the ratio of hits to misses for self-reference words is ____ [greater/less] for E-words.

Week 8 Thinking: *Rational and irrational thought investigated.*

Exam 2, Wednesday, 2/26

(EXAM 3 MATERIAL BEGINS HERE)

Readings (approx. 14 pages):

Chapter 10, Reasoning and Intelligence (pp. 360-374 only)

- How people reason 1: Analogies and induction
- How people reason 2: Deduction and insight

Chapter 5, Mechanisms of Motivation and Emotion (pp. 177-188 only)

- Foundations for understanding emotions
- Thinking critically about motivation and emotion

Lab #8 Social Balance (due Friday, 2/28)

Your Data:

(Copy and paste your data from the site.)

Likes—Dislikes: ____

Likes—Loves: ____

Likes—Hates: ____

Likes—Likes: ____

Likes—Neutral: ____; etc.

Week 9 Spring Break! March 1-8

Drop Deadline - grade W, March 6

Week 10 Social: *Subtle, unconscious ways in which the social world shapes how we act and think. Zajonc's (1960) concepts of balance, congruity, and dissonance.*

Readings (approx. 40 pages):

Chapter 13, Social Psychology (pp. 493-532)

Lab #9 Facial Recognition (due 3/13)**Your Data:**

Condition: ____ [Control / Experimental]

Day 1:

Hits: ____; Misses: ____; False alarms: ____; Correct rejections: ____

Discrimination index (DI): ____

Day 2:

Hits: ____; Misses: ____; False alarms: ____; Correct rejections: ____

Discrimination index (DI): ____

Week 11 Social: *Cognitive processes in prejudice.*
In-class Film: *Obedience or Experimenter*
Social and Emotional Development

Readings (approx. 11 pages):

Chapter 12, Social Development (pp. 451-471 only)

- Infancy: Using caregivers as a base for growth
- Helping, comforting, and learning from others
- Parenting styles
- Roles of play in gender development

Lab #10 First Impressions (due Friday, 3/20)**Your Data:**

Alphas (A)

Popular: ____; Helpful: ____; Honest: ____; Lazy: ____; Unhappy: ____; Irresponsible: ____

Sum of Positive: ____

Sum of Negative: ____

Percent of Negative: ____%

Betas (B)

Popular: ____; Helpful: ____; Honest: ____; Lazy: ____; Unhappy: ____; Irresponsible: ____

Sum of Positive: ____

Sum of Negative: ____

Percent of Negative: ____%

Week 12 Personality: *Cognitive processes in personality.*
Do parent-child attachments become part of personality?
Do we have a need to belong?

Readings (approx. 28 pages):

Chapter 14, Personality (pp. 536-554 and pp. 564-573 only)

- Personality as behavior dispositions, or traits
- Personality as adaptations to life condition
- Personality as mental processes II: Social-cognitive views

Lab #11 Implicit Association Test of your choice at Project Implicit (**due Friday, 3/27**). Go here:
<https://implicit.harvard.edu/implicit/>.

Your Data: Your data are typically a summary of your attitudes (e.g., “Your data suggest...”).
 No ExperimentalResultsID is furnished.

Lab #12 First-Person Shooter Task (**due Friday, 3/27**). Go here:
<http://psych.colorado.edu/~jclab/FPST.html>.

Your Data: A chart of your correct and incorrect responses and average response times as a
 function of target threat and race. No ExperimentalResultsID is furnished.

Exam 3, Monday, 3/30 (approximately 132 pages of readings)

(EXAM 4 MATERIAL BEGINS HERE)

Week 13 The Biology of Mind and Behavior
The neuroscience of reading faces and recognizing words
In-class Movie: *The Man with Two Brains*
Stress, Health and Coping: *Can stress increase susceptibility to the common cold?*
In-class Movie: *To heal or not to heal*

Readings (approx. 23 pages):

Chapter 4, The Neural Control of Behavior (pp. 113-118; pp. 130-148 only)

- Methods of mapping the brain’s behavioral functions
- How hormones interact with the nervous system
- Hemispheric differences in the cerebral cortex
- Changes in the brain over time
- Thinking critically about neural control of behavior

Lab #13 Word Recognition (**due Friday, 4/3**)

NOTE: To fully appreciate the lab, you will view in class the Scientific American Frontiers segment titled, *Man With Two Brains*.

Your Data:

Hand Preference: ____ [Right/Left]

Right: ____ (proportion correct); Left: ____ (proportion correct)

Week 14 Psychological Disorders: *The suffering mind: Forms of mental disorders. Social and genetic influences in schizophrenia and depression*
Biology of Mind and Behavior: *Can depression result from a chemical imbalance?*
Worksheet: *Diagnosing Psychological Disorders*

Readings (approx. 59 pages):

Chapter 15, Psychological Disorders (pp. 577- 622)

Lab# 14 Mirror Drawing (due Friday, 4/10)

NOTE: Ideally, when tracing the outline of the star, you should trace with your finger as a stylus on a trackpad or touchscreen.

Your Data:

Hand Preference: ____ [Right/Left]

Time for Left: ____ sec; Time for Right: ____ sec

Enrichment Activity Papers (Option 2) can be turned in anytime during the semester until **Monday, April 13th.**

Tuesday, April 14th is the last day to participate in Enrichment Activity studies (Option 1).

Week 15 *Social and genetic influences in schizophrenia and depression*
Biology of Mind and Behavior: *Can depression result from a chemical imbalance?*
Treatment: *Scientific evidence on the effectiveness of psychological therapy*
Can talking about personal problems relieve suffering?
Can relationships protect people from illness?

Readings (approx. 41 pages):

Chapter 16, Treatment of Psychological Disorders (pp. 624-655)

Lab #15 Dichotic Listening (NOTE: requires headphones) (due Friday, 4/17)**Your Data:**

Hand Preference: ____

Number Correct Left Ear: ____; Number Correct Right Ear: ____

Total Trials Per Ear: ____

April 18, Classes End:

Final Exam Schedule

Section 10 (Class time 1-1:50 pm, MWF): Final exam is **Monday, April 20, 12:00 pm - 1:50 pm**

Section 05 (Class time 2-2:50 pm, MWF): Final exam is **Wednesday, April 22, 2:00 pm - 3:50 pm**

The mission of the Grand Valley State University General Education Program is to provide a broad-based liberal education experience that fosters lifelong learning and informed citizenship. The program prepares students for intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national, and global communities.

**PSY 101 Introductory Psychology
Foundations - Social and Behavioral Sciences**

Student Learning Outcomes:

1. Explain how knowledge in the social and behavioral sciences is created and applied
2. Explain major approaches, methods, theories, and substantive findings of the field
3. Weigh and apply ideas and claims from the social and behavioral sciences outside the classroom
4. Critical Thinking – use systematic reasoning to examine and evaluate information and ideas and then synthesize conclusions to propose new perspectives and solutions. Students will:
 - Assess relevant information, perspectives and assumptions.
 - Construct logical conclusions based on reason and evidence.
 - Formulate novel approaches or create innovative interpretations.
 - Evaluate the proposed ideas or approaches.
5. Ethical Reasoning – use a decision-making process based on defining systems of value. Students will:
 - Recognize ethical issues when presented in a complex situation.
 - Demonstrate understanding of key concepts and principles underlying various systems of reasoning.
 - Participate in activities that engage them in ethical reasoning.
 - Demonstrate the ability to deal constructively with ambiguity and disagreement.