

PSY 101 Introductory Psychology - Fall 2021

Section five: 2:30 p.m. – 3:45

Section eleven: 10:00 a.m. – 11:15

Lake Michigan Hall 114

Instructor: Luke Galen, Ph.D.

Office: 2220 ASH

Office Hours: Tues/ Thurs: 9:15 – 9:45 a.m.; 3:45 – 4:15 p.m.

Online office hours via Bb collaborate Mon/ Wed 4:00 – 4:30 p.m. or email to schedule virtual appt.

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Course Description: General survey of psychology, the scientific study of behavior and experience, including overt actions and mental activity. Covers how psychologists think and act as scientists and how the study of its subject matter may be integrated at the biological, psychological, and social levels of analysis.

Course Objectives: This course will emphasize the major theories of behavior and mental processes, the empirical methods used by psychologists, and the major findings of psychological research. Upon successful completion, students will: 1) demonstrate an understanding of the science of Psychology. 2) be able to identify major psychological theories and use psychological terminology correctly. This includes a basic understanding of the breadth of topics studied by psychologists (such as neuroscience, personality, social behavior, and psychological disorders, etc). 3) be able to critically evaluate the findings of psychological research. This includes an ability to think critically about psychological phenomena, and an awareness of how empirically-validated psychological principles apply to daily life (see Gen Ed below); 4) be able to recognize examples of how psychological concepts are applied to daily life; 5) recognize ethical issues and develop ethical reasoning (see Gen Ed below).

Text (required):

Option 1: Physical textbook with Revel access: Lilienfeld, S. O., Lynn, S. J., & Namy, L. L. (2018). Psychology: From Inquiry to Understanding. (4th ed.). Hoboken NJ: Pearson. ISBN 9780134552514

Option 2: Etext REVEL for Psychology: From Inquiry to Understanding -- Access Card, 4/E
Lilienfeld, S. O., Lynn, S. J., & Namy, L. L. (2018). Psychology: From Inquiry to Understanding. (4th ed.).
Hoboken NJ: Pearson. ISBN 9780134637716

Link to Revel: <https://console.pearson.com/enrollment/v9only>

Redeem your code or purchase instant access online. (Temp. access option for financial aid is also available.)

Revel student resources: <https://www.pearsonhighered.com/revel/students/support/>

Used 3rd ed copies of the textbook don't buy a used access code. Only newly purchased codes will work.

I will post the syllabus, grades, pptx slides, class announcements, and other course information at our class homepage on Blackboard, available at <http://mybb.gvsu.edu/>

Class Format: In-person lecture, discussion

Prerequisites: None

Grading: Grades will be based on 2 in-class exams, quizzes, and enrichment activities. The 2 exams will consist of multiple choice and short answer questions drawn from lecture and the book. The final exam is **non-cumulative**.

	Points	Percentage
Midterm	64	32%
In class quizzes and assignments 5 pts each x 12 (drop the lowest 2)	50	25%
Final	64	32%
Enrichment Activities 4 pts each x 4	16	8%
Gen Ed assessment	6	3%
Total	200 points	100%

Expectations for course: Students will read the online textbook, attend class twice per week, check in daily to course Blackboard, take their quizzes and tests in class, and complete their PSY 101 enrichment activities. Students are expected to read the assigned readings prior to the scheduled class coverage (see below). Exams and quizzes will contain a mixture of content from text and from class-only (i.e., not in the text).

Assignments and Quizzes: There will be weekly low stakes (5 pts each) quizzes roughly one per chapter unit. The lowest 2 will be dropped from grading. They are specifically designed so that the student keeps up on the weekly reading and class coverage. They are also important for preparing for the exams. Since the lowest 2 are dropped, no questions asked, **missed quizzes cannot be made up. Do not request make-up quizzes.**

Attendance and quizzes: Although I do not take attendance, it is important to attend not only for the purposes of taking quizzes but also to go over material. Do not email me after the quiz or test due dates/ deadlines and ask for make up and do overs. It is the students' responsibility to keep up with Bb announcements and to check in on a daily basis for upcoming material with the assumption that there will be a weekly quiz. Together with the previously mentioned "drop two lowest quizzes" policy (see above section), this means that you will not be allowed to "make up" quizzes after the deadline has passed, which would be unfair to other students. It is common for me to receive such requests with very legitimate sounding reasons (e.g., illness, travel, legal entanglements) that resulted in the student being unable to attend class on the date of the deadline. However, the student assumes the responsibility of planning, taking into account that issues could very well appear unexpectedly. Therefore, **DO NOT PROCRASTINATE READING FOR CLASS AND DO PLAN TO ATTEND EACH SCHEDULED CLASS.** I will respond to all do over requests by simply pasting the above text in the body of the email.

Make up exams and late assignments: Any unexcused failure attend the exam on the scheduled dates will result in total loss of points. Missed attendance due to what the university defines as legitimate or emergency situations (illnesses, death in the family, university activities) will require appropriate documentation. It is the student's responsibility to notify the instructor of approved absences **ahead of time.**

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

Academic Dishonesty: Any evidence of cheating (e.g., using notes during exam, sharing answers with other students), or plagiarism (copying from other sources) will result in a failing grade in the course and any other actions as allowed by GVSU policy. Any written work must be in your own words or properly sourced. 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 all materials must be written strictly in your own words, and it must acknowledge any ideas that you take from another source. If you violate this policy, you may receive a failing grade for the course.

Disabilities: If you have a disability, it is up to you to determine if you wish to disclose that information and request classroom accommodations. If you wish to request educational accommodations due to a disability, you should register with the Disability Support Resources (4015 Zumberge; 331-2490), if you haven't already done so. If you wish to request accommodations, please meet with me to discuss how to best meet your educational needs. This should occur early in the semester rather than later (e.g., after a test).

Enrichment Activities: Learning about Psychological Research

In the Enrichment Activities portion of the course, students will become acquainted with the nature and variety of research in psychology. Two 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.

Students must earn *four* enrichment activity credits for this requirement. Enrichment activities are worth a varying number of credits depending upon how much time it takes to complete the study/research technique activity.

Enrichment activities use an account in the SONA Systems Scheduling System Software. You will receive an email at the beginning of the semester containing your User ID and an initial password. Once you have your account, you can log in at any time and sign up to participate in any available studies/activities for which you qualify. If you do not receive an account email by the end of the first day of classes, please contact Casimir Tokarski at psychlab@gvsu.edu or by phone at 616.331.3262.

To access SONA Systems, along with downloadable registration instructions, follow this link: <https://www.gvsu.edu/psychology/be-a-participant-in-research-296.htm>. A video tutorial is available at the following link that will walk you through the study sign-up process: <https://gvsu.hosted.panopto.com/Panopto/Pages/Viewer.aspx?pid=14a9aaf9-814f-4a4c-830e-a9ce013e8887&id=c84e8a38-1238-4486-b590-a9cb01307e70&advance=true>

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). 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. Online studies must be completed by the study deadline to get credit.

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 last date to participate in the prescreening survey is Sunday September 19, 2021.**

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 the Enrichment Activities, 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.

Enrichment Activity Deadline: The last day to complete both Activity types is **Tues. Dec. 7, 2021**

General Education Program

The General Education Program prepares students for informed citizenship, leading to responsible participation in local, national, and global communities.

Gen ed video intro: <https://www.youtube.com/watch?v=5-lmNAkPeic&feature=youtu.be>

General Education Foundations – Social and Behavioral Sciences

Knowledge 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. Evaluate and apply concepts and theories from the social and behavioral sciences to real-life examples.

Skills Student Learning Outcomes

1. Critical Thinking: Comprehensively evaluate issues, ideas, artifacts, or events before forming a conclusion.
 - States an issue clearly and describes it comprehensively.
 - Uses appropriate evidence that includes relevant context(s), which facilitates a comprehensive analysis or synthesis of the issue.
 - Develops a position that thoroughly takes into account the complexities of an issue, limits of the position, and synthesizes others' points of view.
 - Develops conclusions, implications, and consequences that are logical and reflect an informed evaluation based on strength of evidence.
2. Ethical Reasoning: Apply ethical principles and codes of conduct to decision making.
 - Recognizes ethical issues when presented in a complex, multilayered (gray) context and can recognize interrelationships among the issues.
 - Names the major ethical theory or theories used, presents the gist of said theory or theories, and thoroughly and accurately explains the details of the theory or theories used.
 - Applies ethical theories to a complex issue accurately and considers the full implications of the application.
 - States a position in-depth and effectively defends against other ethical perspectives

Teaching in the liberal tradition is at the heart of Grand Valley's identity, and this focus is critical in our General Education Program. Liberal education transcends the acquisition of information; it goes beyond the factual to ask important evaluative and philosophical questions. Liberal learning holds the fundamental principles and suppositions of a body of knowledge up to inquiry, question, and discussion. It helps a person recognize the assumptions under which he or she operates and encourages the examination and questioning of those assumptions. Liberal learning begins in the General Education Program and continues through the more specialized studies comprising each student's major and minor areas of study.

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 6 points. Failure to complete the quiz (or take it seriously) will result in 0 points. As an incentive, those who score above baseline will receive additional 2 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.

Tentative Class Schedule: More detailed reading instructions will be posted on Bb.

<u>Week of</u>	<u>Topic</u>	<u>Reading</u>
Wk 1: Aug 31 Sep 2 Sept. 3rd, 5:00 p.m. Last day for credit/ no credit	Psychology and Scientific Thinking	Ch. 1 (Lilienfeld).
Wk 2: Sept 7 9	Research Methods	Ch. 2
Wk 3: Sep 14 16	Biological Psych.	Ch. 3
Sunday September 19, 2021: last day to take prescreening survey for enrichment activities.		
Wk 4 Sep 21 23 Nature vs. nurture: dev. of morality	Developmental psych Ch. 10 (SKIP: phys dev, adult aging) Article on baby morality	
Sept 24th 5:00 p.m. (Friday) 5:00pm drop deadline for 75% tuition refund.		
Wk 5 Sep 28 30	Learning	Ch. 6
Wk 6 Oct 5 7	Consciousness	Ch. 5
Wk 7 Oct 12 Oct 14	Intelligence Emotions I: theories of emotion	First half of Ch. 9 Ch. 11.1, 11.2
Wk 8 Oct 19	emotions II: happiness and affective forecasting	Ch. 11.3
Midterm exam: Thurs Oct 21st		
Wk 9 Oct 26 28	Emotions III: sexuality and orientation Emotions IV: gender identity	11.4, 11.5
Last day to withdraw (grade of 'W'): Oct 29th, 5:00		
Wk 10 Nov 2 4	Social psychology I and II	ch. 13
Wk 11 Nov 9 11	Social III and IV	ch. 13
Wk 12 Nov 16 18	Personality	ch .14
Wk 13 Nov 23	Psychological disorders I	ch. 15
Thanksgiving break Thurs Nov 25th.		
Wk 14 Nov 30 Dec 2	Psychological disorders II	ch. 15
Wk 15 Dec 7 9 Tues Dec 7 th	Psychological Treatments Last day to participate in studies for enrichment credit	ch 16
General Education Assessment Activity due date: Friday, Dec 10th		On BB.
Final exams: Section 11 (normally meets Tues at 10:00): Thurs Dec. 16th 10:00 – 11:50		
Section 05 (normally meets Tues at 2:30): Thurs. Dec 16th 2:00 – 3:50		