PSY 101 Introductory Psychology
Winter 2018
Section 05: TR 2:30 – 3:45 LSH 174
Section 10: TR 4:00- 5:15 LSH 174

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Office Hours: Tues/ Thurs: 10 – 11, some Mon/ Wed times by appointment.
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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: Students will: 1) Be introduced to the science of Psychology. 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. 2) Gain a basic understanding of the breadth of topics studied by psychologists (such as neuroscience, personality, social behavior, and psychological disorders, etc). 3) Gain 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) recognize ethical issues and develop ethical reasoning (see Gen Ed).

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

OR 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
How to link to Revel:
1. Go to: https://console.pearson.com/enrollment/etfthd
2. Sign in to your Pearson Account or create one.
3. Redeem your access code or purchase instant access online. (Temporary access option for financial aid is also available.) Course start date: Dec 19, 2017; Course end date: May 31, 2018

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

Additional readings:
I will post the syllabus, grades, **partial** lecture slides, class announcements, learning objectives, and other course information at our class homepage on Blackboard, available at http://mybb.gvsu.edu/

Class Format: Lecture, discussion of readings, videos, in-class assignments.

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%

Attendance: You need to come to class regularly, but attendance will not be monitored. There will be unannounced quizzes and assignments. Also, all exams will contain a significant amount of content that will be covered only in lecture (i.e., not in the text). This means that poor attendance will likely result in poor performance on the tests. Students should read the assigned chapters before they are scheduled to be covered in class.

Class Courtesy: Please be on time and turn off cell phones and devices. Social media and internet activity is a distraction for you as well as those seated around you. A respectful and friendly atmosphere in the classroom is important for all of us. Please limit your private comments and conversations with those around you to either before or after class. Talking should be limited to comments shared with the entire class rather than with only a subgroup seated next to you. Respect classmates by listening to them as you would have them listen to you.

Academic Dishonesty: Any evidence of cheating (e.g., using notes during exam, looking at another student's answers), or plagiarism (copying portions of the paper 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 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.

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).

Make up exams and late assignments: Any unexcused absence on the exam dates will result in total loss of points. Missed assignments due to emergency situations (illnesses, death in the family) will require appropriate documentation. It is the student's responsibility to notify the instructor. Any late assignments will result in 1 letter grade reduction from the original grade for each class past the due date.

Assignments and Quizzes: There will be 12 class assignments or quizzes throughout the semester (i.e., about once a week). They will not be announced ahead of time, and as such, cannot be made up. The student may drop the lowest 2. They will cover the reading material and lecture and are specifically designed so that the student keeps up on the reading, to help them remember what we covered in class, and attend lecture. Each assignment or quiz is worth 5 points. They are also important because some of the material will be used on the exams. Quizzes are usually done in the first 5 minutes of class. To prevent students from walking in late and getting the answers to the quizzes, which would give an unfair advantage to that student, **no quizzes will be given to late-comers**, and the blank quizzes will be discarded after the class. Since the student can drop the lowest 2, no questions asked, missed quizzes cannot be made up. In the case of an in-class assignment where the student was absent during class, that will count as a drop.

Extra credit: Although there may be some extra credit options offered, this will not amount to a large number of points (e.g., equivalent to a quiz). Any extra credit can only be offered to the entire class. The only exception to this would be a bonus point to reward students who catch any errors in information content or demonstrating initiative (e.g., challenging with evidence).

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 21st.**

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 17 and regularly enrolled at GVSU, you can sign up for studies that allow regularly enrolled students that are under 18 to participate. This information can be found in the study's eligibility requirements. A parental consent form can also be filled out for studies that do not have this requirement. Please contact psychlab@gvsu.edu to get this form. You will need a different parental consent form for each study that requires one. If you are under 18 and not regularly enrolled, please use *Option 2*.

If you have any questions, please contact the Lab Assistant, Jeff Nolan, at psychlab@gvsu.edu.

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, 616.331.3262) or by sending an email to psychlab@gvsu.edu.

Option 1 Deadline: The last day to participate in studies is **Tuesday, April 17th.**

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 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, 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" 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. 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. 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) 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
Option 2 papers can be turned in anytime during the semester. If you choose to write these papers to fulfill all or part of your Enrichment Activities, they must be turned in by **Thurs. April 12.**

General Education Program

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.

General Education Foundations – Social and Behavioral Sciences

This course is part of GVSU's General Education Program. PSY 101 is designed to help you learn:

1. Explain how knowledge in the social and behavioral sciences is created and applied
2. Explain the 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.

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:

Week	**Topic**	**Reading**
Jan 9 11	Psychology and Scientific Thinking	Ch. 1 (Lilienfeld).
Jan 16 18	Research Methods	Ch. 2

Sunday, Jan 21st Last day to take prescreening survey for enrichment activities.

Jan 23 25	Biological Psych.	Ch. 3
Jan 30 (tues)	Developmental psych	Ch. 10 (SKIP: phys dev, adult aging)
Feb 1 (thurs)	Nature vs. nurture: dev. of morality	Readings on BB

Feb. 2nd (Friday) 5:00pm drop deadline for 75% tuition refund.

Feb 6 8	Learning	Ch. 6
Feb 13 (tues)	Intelligence	First half of Ch. 9
Feb 15 (thurs) 20 (Tues)	Consciousness	Ch. 5
Feb 22 (thurs)	Emotions	Ch. 11

Midterm exam: Tues Feb 27

March 1 (thurs)	Emotions: happiness and affective forecasting	Ch. 11

Last day to withdraw (grade of 'W'): March 9th, 5:00

March 4-11 Spring Break		**No class**
March 13 15	Emotion and motivation: sexuality	
Mar 20 22	Social psychology I	ch. 13
Mar 27 29	Social psychology II	ch. 13
Apr 3 5	Personality	ch .14
Apr 10 12	Psychological Disorders	ch. 15

Thurs. April 12 5:00pm deadline to submit alternate written assignments for enrichment credit.

Apr 17 19	Psychological Treatments	ch 16

Tues. April 17th Last day to participate in studies for enrichment credit

General Education Assessment Activity due date: Friday, April 19th, 11:59pm **On BB.**

Final Exam: For section 05 (class usually meets from 2:30- 3:45) **Tuesday April 24 4:00 – 5:50**
For section 10 (class usually meets from 4:00-5:15) **Thursday April 26 4:00-5:50**