

## PSY 101 Introductory Psychology

Fall 2020

Section 6: *either* T or R 2:30 – 3:45 Manitou Hall 123

Section 10: *either* T or R 4:00 - 5:15 Loutit Lecture Halls 102

**Instructor:** Luke Galen, Ph.D.

**Office:** 2220 ASH

**Office Hours:** Virtual BB collaborate T/ R 10:30-11; Mon/ Wed 4:00 – 5:00 or by appt.

**Phone:** 331-2904

**Email:** galenl@gvsu.edu

**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

### **How to link to Revel:**

1. Go to: <https://console.pearson.com/enrollment/jpfhge>
  2. Sign in to your Pearson Account or create one.
  3. Redeem your code or purchase instant access online. (Temp. access option for financial aid is also available.)
- Course start date: Aug 5, 2020. Course end date: Dec 31, 2020  
note: used 3<sup>rd</sup> 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:** Staggered hybrid: In- class Lecture/Discussion 1x/ wk with online activities

**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:** Attendance is not graded, but exams will contain a significant amount of content that will be covered only in class/ slides (i.e., not in the text). Poor attendance or not keeping up with posted slides will likely result in poor performance on the tests. Students should read the assigned chapters before they are scheduled to be covered in class.

**Assignments and Quizzes:** There will be 12 class assignments or quizzes to be completed on course blackboard throughout the semester (i.e., about once a week). They will be announced ahead of time, but they will have a time-out date and as such, cannot be made up. The student may drop the lowest 2. They will cover the reading material and class slides and are specifically designed so that the student keeps up on the reading, to help them remember what we covered in class. Each quiz is worth 5 points. They are also important because they are similar to the material used on the exams. Since the student can drop the lowest 2, missed quizzes cannot be made up.

**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.

**Make up exams and late assignments:** Any unexcused absence on the exam dates will result in total loss of points. Missed assignments 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 **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, 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).

**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. Three kinds of enrichment activities are available:

*Option 1:* being a participant in research studies conducted by Psych. Department faculty and students.

*Option 2:* completing activities that will give you first-hand experience with research techniques used in Psychological research.

*Option 3:* 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?id=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 Experiments**

#### **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 last date to participate in the prescreening survey is **Friday January 24<sup>th</sup> 2020.**

### **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](mailto:psychlab@gvsu.edu).

### **Option 1 and 2 Deadline**

The last day to complete Enrichment Activities Types 1 and 2 is **Tues. Apr. 14<sup>th</sup> 2020.**

### **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

### **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, 2019, or 2020
- 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, 2019, or 2020?
- \_\_\_\_\_ 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?
- \_\_\_\_\_ Print paper (no emailed versions) and staple to first page of 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 is **Tues Apr. 14th**

## 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:**

<u>Week of</u>	<u>Topic</u>	<u>Reading</u>
Sep 1 (t) 3 (r)	Psychology and Scientific Thinking	Ch. 1 (Lilienfeld).
Sep 8 (t)10 (r)	Research Methods	Ch. 2
Sep 15 (t) 17 (r)	Biological Psych.	Ch. 3
<b>Friday, Sep 18<sup>th</sup> last day</b> to take prescreening survey for enrichment activities.		
Sep 22 (t) 24 (r)	Developmental psych	Ch. 10 (SKIP: phys dev, adult aging)
	Nature vs. nurture: dev. of morality	online and readings on BB
<b>Sep 25<sup>th</sup> (fri) 5:00pm drop deadline</b> for 75% tuition refund.		
Sep 29 (t) Oct 1 (r)	Learning	Ch. 6
Oct 6 (t) 8 (r)	Consciousness	Ch. 5
Oct 13 (t) 15 (r)	Intelligence	First half of Ch. 9
	Emotions I: theories of emotion	Ch. 11
Oct 20 (t) 22 (r)	emotions II: happiness and affective forecasting Emotions III: sexuality and orientation Emotions IV: gender	Ch. 11
Oct 27 (t) Oct 29 (r)	<b>Fall break no in person class</b>	
<b>Midterm exam available tues 27th – thurs 29th</b>		
<b>Last day to withdraw (grade of ‘W’): Fri Oct 30th, 5:00</b>		
Nov 3 (t) Nov 5 (r)	Social psychology I and II	ch. 13
Nov 10 (t) Nov 12 (r)	Social III and IV	
Nov 17 (T) Nov 19 (R)	Personality	ch .14
<b>No class either Nov 24 (t) and Nov 26<sup>th</sup> (r) thanksgiving break</b>		
Dec 1 3	Psychological disorders	ch. 15

**Nov 5:00pm deadline to submit alternate written assignments** for enrichment credit.

Dec 8 10	Psychological Treatments	ch 16
<b>Tues. Dec 8<sup>th</sup> Last day to participate in studies for enrichment credit</b>		
<b>General Education Assessment Activity due date: Friday, Dec 11<sup>th</sup>, 11:59pm</b>		<b>On BB.</b>

**Final Exam:** For section 6 (class usually meets from 2:30- 3:45) **Thursday, December 17<sup>th</sup> 2:00 – 3:50**  
For section 10 (class usually meets from 4:00-5:15) **Tuesday December 15<sup>th</sup> 4:00 - 5:50**