

PSY101, Section 06: **Introductory Psychology**  
Fall 2016

**Instructor:** Dr. Brent Steffens

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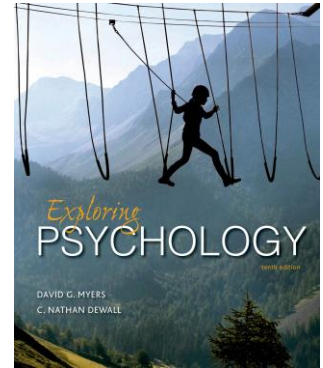
**Office:** 2112 Au Sable Hall

**Office Hours:** Tuesday 10-11:30am, Wednesday 10-11:30am, or by appointment

**Office Phone:** 616-331-2407

**Meeting Time:** MWF, 8-8:50am

**Room:** LMH114



**Required Course Materials**

Myers, D. G., & DeWall, C. N. (2016). *Exploring Psychology*, 10<sup>th</sup> Edition.

Worth Publishers: New York

**Course Topic & Learning Outcomes**

The goal of this class is to survey a variety of areas of Psychology that investigate why and how human behavior occurs, what influences behavior, and ways that we can influence behavior. We will therefore discuss theory and studies from the areas of neuroscience, human development, cognition and thinking, personality, motivation and emotion, social psychology, and clinical psychology.

Through the course, you will gain an appreciation for the different perspectives that have emerged in the field of psychology. Without a doubt, there will be times that the content is challenging. However, it is also what makes the field absolutely fascinating. I hope that you will find the content just as fascinating as I do.

Besides the content, you will have the ability to practice critically reading and evaluating psychological research. Reading about research helps you begin to understand how psychological science works. Having a critical eye for the important details of research will not only help if you are hoping to enter a research field, but can also help you become a more careful and cautious consumer of scientific news.

You should try to use every resource for you to learn and get something out of the course. That means me, the class, the book, and any exercises I assign. I expect and assume that you will have read (and reread) the assigned chapters by the dates specified below. You will find the lectures more understandable and interesting if you read the chapters ahead of time. Come to class and ask questions about something in the book or something relevant that interests you. There will always be time for questions and discussion.

**Determination of Grades**

TASK		POINTS
Handbook		15 pts.
Exam 1, 2, & 3	3 exams x 40 pts. each	120 pts.
Final Exam		60 pts.
Article Readings	4 articles x 10 pts. each	40 pts.
Enrichment Activities	4 activities x 5 pts. each	20 pts.
Enrichment Activity Extra Credit	2 activities x 5 pts. each	10 pts.
<b>Total points without extra credit: 255</b>		

## Handbook

Part of our discussion during the first week will include the content from a handbook. This handbook includes reading, suggested strategies to use throughout the semester, as well as questions and other activities. The handbook can be found on Blackboard, and **must be completed and brought into class to turn in by the third class, 9/2/16 (THIS FRIDAY!!)**.

## Exams

There will be four exams throughout the semester. The first three exams will cover a different portion of the course, and the final exam will be cumulative. Each test will cover information from **the class lectures and from the book**. A study guide will be posted about 1.5-2 weeks before each exam date.

## Article Readings

There are four article assignments throughout the semester. This is separate from Enrichment Activity Option 2 (see below). Each article and a set of questions will be posted to Blackboard 1.5-2 weeks prior to the in-class discussion date. Before the discussion, you will need to read the article and answer the questions. On the day of the discussion, **you must bring in a) a copy of the article, and b) TWO copies of your responses**. One copy will be turned in at the beginning of class, and the other will be used during the discussion and turned in at the end. **Your grade will be based on both.**

## 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, September 11.

### **Participating in Studies**

Register for studies on the Study Scheduling System. Before you sign up to participate in a study, review any listed restrictions (for example, “left-handed people only”). If you sign up for a study and you do not meet the posted eligibility requirements, you will not receive credit for the study.

Arrive before the scheduled time, as studies start punctually. You will be given a description of what participating in the study will involve, and you will be asked for your consent before the study begins. If you then choose not to participate, you may leave without penalty. You can check to see that you have received credit by selecting [My Schedule/Credits](#), where credits are typically posted within a week after you participate in a study.

If you sign up for a study but cannot attend, please cancel your session on-line.

### **Under 18?**

Special rules apply to students who are under 18. If you are under 18, please use *Option 2*, or see the Lab Assistant, Jeff Nolan, for information about permission requirements before participating in studies.

### **Need Help?**

If you need assistance registering for studies, please contact Jeff Nolan, who can be reached in the Psychology Department Office (2224 Au Sable Hall, 616.331.2195) or by sending an email to [psychlab@gvsu.edu](mailto:psychlab@gvsu.edu).

### **Option 1 Deadline**

The last day to participate in studies is **Tuesday, December 6th**.

### **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 2015 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. The last date that papers can be submitted is **Thursday, December 1<sup>st</sup>**.

### Extra Credit

You can complete up to two additional enrichment activities for Extra Credit. Extra credit will be awarded for completing additional instances of *Option 2*, "Papers on Experiments in Scholarly Journals," described above. In some, but not all, semesters there are enough opportunities to participate in experiments that these, too, will be accepted as Extra Credit. If "Participation in Psychology Experiments" becomes available for Extra Credit, the instructor will announce this in class, along with the date after which participation in experiments will be counted towards extra credit. Deadlines for extra credit are the same as for the required enrichment activities.

### Grade Assignment Scale:

Points (%)	Grade	Points (%)	Grade
≥ 93	A	77 – 79.9	C+
90 - 92.9	A-	70 – 76.9	C
87 – 89.9	B+	60 – 69.9	D
83 – 86.9	B	≤ 59.9	F
80 – 82.9	B-		

### Course Guidelines

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. To create and preserve a classroom atmosphere that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in this classroom in a manner that does not disrupt teaching or learning.

1. Class begins promptly at the beginning of the class period. Students should be in their seats and ready to start participating at that time.
2. **For Tests:** If you arrive late for a test that has already started, you may take the test for the remaining amount of time allotted for that test.
3. Students caught cheating will be dealt with severely, in accordance with the Grand Valley State University regulations. Students will not be allowed to retain copies of exam questions.
4. Students will stay until the end of class and will not pack up early, before that time.
5. Students who have to arrive late or leave early for a compelling reason, will inform me of that fact in advance and should be seated close to the door.
6. **PHONES:** TURN YOUR PHONE ON SILENT. Please try to stay off your phone during class. If you are constantly staring at your phone (above the desk, below the desk, I can ALWAYS tell), I will tell you

to put the phone away. If I have to keep reminding you, I will ask you to leave. I reserve the right to change this policy to NO PHONES. Please, come ready to focus for the 50 minute class. It's not all day.

7. Students will pay attention during class: no talking while another classmate or the professor is talking, no reading newspapers, no doing work for other classes. Students who are asked to leave for the day for engaging in these behaviors will do so quickly and quietly.
8. Students are responsible for all material presented in class whether or not they are present. This material includes the lectures, discussions, and activities. Students who miss class should obtain lecture notes and handouts from another student. Please bring these notes to my office hours so I can be most helpful.
9. I am a challenging teacher but provide many opportunities for you to get help. It is your responsibility to ask for help when you need it (e.g., attend office hours, read the book, go to the learning or writing center). If some material is unclear, please let me know. Most of the lectures require you to apply the knowledge learned in class and in readings, so it is critical that you really understand the material. I truly enjoy questions in class – it makes the class more interesting to me and informative to other students. Chances are, if you have a question, others have that same question but is too shy to ask it. When you do want to ask a question, raise your hand and wait for me to call on you.
10. Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom. When speaking, use courteous, respectful language and keep comments and questions relevant to the topic at hand.
11. Students have a responsibility to themselves, their fellow classmates, and the professor to be prepared and to participate in classroom discussions. Learning is an interactive process.
12. Students are also responsible for being aware of all assignments, exam dates, and other course scheduling information.

I will feel no compunction reminding you about violation of rules and will ask you to leave if you negatively influence the learning environment.

**Class attendance.** It is expected that you notify me by email about your absence before the class has started. I teach content that may go beyond what is in the book, and this material will be on the exams. It is therefore critical that you regularly attend class in order to learn this content.

**Receiving assistance.** If you are in need of accommodations due to a learning, physical, or other disability you must present a memo to me from Disability Support Resources (DSR), indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the Disability Support Resources office (4015 JHZ) by calling 331-2490 or email to [dsrgvsu@gvsu.edu](mailto:dsrgvsu@gvsu.edu). Please note that I cannot provide accommodations based upon disability until I have received a copy of the DSR issued memo. All discussions will remain confidential.

### Course Recommendations

**Be proactive.** Act *early* in the semester if your grades are falling below what you hoped for. There is NOTHING you can do to increase a poor grade to a better one the week before finals. Grades ARE FINAL at the end of term.

**Team work.** I strongly encourage students to exchange contact information with 1-2 students. You are responsible for all material presented in class, so if you miss a day please get in contact with another student to ask for their notes.

**Check your email.** Whenever a new announcement, or other notice is posted to Blackboard, an email is sent to your GVSU G-ID email account ([Hyperlink to GVSU Email](#)). I would advise checking your email at least once a day to make

sure you do not miss any important updates.

**Nourishment.** You are welcome to eat a snack or sip a beverage during class if it helps you get there on time or focus. Please be considerate of classmates in your choices (e.g. no noisy / messy / smelly food).

### *Course Dates*

### *Tentative Fall 2016 Semester Schedule*

Dates	Topics	Chapters in Exploring Psychology
August 29	Class Overview/Syllabus	
August 31	Introduction to Psychology	1
September 2	<b>Handbook DUE</b>	Download Handbook from Blackboard
September 5	<b>NO CLASS: Labor Day</b>	
September 7, 9, 12	The Biology of Behavior	2
September 14	<b>Article 1 Discussion Day</b>	Download Article from Blackboard
September 16, 19, 21	Developing Through the Life Span	4
September 23, 26, 28	Learning	7
September 30	<b>Friday, September 30: Exam 1 (chapters 2, 4, 7)</b>	
October 3, 5, 7	Memory	8
October 10	<b>Article 2 Discussion Day</b>	Download Article from Blackboard
October 12, 14, 17, 19	Thinking, Language, and Intelligence	9
October 21	<b>Friday, October 21: Exam 2 (chapters 8, 9)</b>	
October 24, 26, 28	Motivation and Emotion	10
October 31 November 2, 4	Social Psychology	12
November 7	<b>Article 3 Discussion Day</b>	Download Article from Blackboard
November 9, 11, 14	Personality	13
November 16	<b>Wednesday, November 16: Exam 3 (chapters 10, 12, 13)</b>	
November 18	<b>NO CLASS: Conference</b>	
November 21	Psychological Disorders	14
November 23, 25	<b>NO CLASS: Happy Thanksgiving!</b>	
November 28, 30	Psychological Disorders cont'd	14
December 2	<b>Article 4 Discussion Day</b>	Download Article from Blackboard
December 5, 7, 9	Therapy	15
December 12	<b>Monday, December 12, 8-9:50am: Exam 4 (cumulative)</b>	