

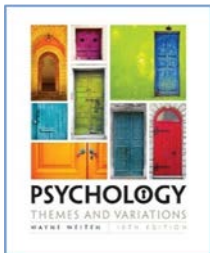
# PSY 101 (Section 8) – Introductory Psychology Winter 2019

## INSTRUCTOR INFORMATION

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## COURSE OBJECTIVES AND FORMAT

**Meeting Times and Place:** Mondays, Wednesdays, & Fridays, 10-10:50am, LOH176



**Textbook:** Our course will be using Psychology: Themes and Variations (10<sup>th</sup> edition) by Wayne Weiten (published by Cengage in 2017). This textbook is REQUIRED. Note: The bookstore offers two format options – digital access only (i.e., an Ebook), or digital access plus a loose-leaf binder copy of the book. The content is the same regardless of the format.

**Course Overview:** This course will introduce you to the theories, research methodologies, and applications of psychology – the study of human behavior – and help you appreciate the importance of psychological phenomenon in your own life. A wide range of topics will be covered; some students consider the course to be rigorous and difficult because of this. However, it is important to remember that all of these topics refer to our experiences as humans...and chances are, all of us have spent a great deal of time contemplating the causes and consequences of our own and other's behavior. The course begins with a focus on human biological and physical experiences, and ends with an emphasis on extreme behavior.

**Learning Objectives:** Upon successful completion of this course students will be able to...

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

**Class Format:** The class is primarily lecture-based, but will include discussion, in-class activities and assignments, and video demonstrations throughout the semester. Class sessions highlight important concepts within the text, however the class sessions and the text supplement each other, too; both cover material that will not (and cannot) be covered in the

other format. Therefore, it is strongly recommended that students read the assigned readings PRIOR to attending the corresponding lecture, and attend all class sessions.

**Interacting with the Material:** Attending class sessions is only one way you are expected to interact with the course material. Outside of class you are expected to read the assigned chapters, complete assignments and enrichment activities, and, of course, study. Teaching experts suggest that students should devote approximately 2-3 hours to studying for every 1 credit of coursework. Given this course is 3 credits, this means you should spend 6-9 hours a week studying for this course if you desire an "A". This can vary – some students may want to devote more time, some students can get away with less. Studying for a college-level course should involve more than merely reading the textbook, underlying sentences, and memorizing definitions. These activities are useful, but suggest average effort and often result in average learning, equivalent to an average grade (which is a C+). The Blackboard website has several resources (in External Links) that will help you identify and implement new and more useful study strategies. In general, consider asking yourself the following questions to determine if you really understand the material you've been studying: 1) Can I accurately describe these concepts in my own words? For instance, after reading a section of the textbook, can I close the textbook and accurately and fully summarize what I just read? 2) Can I provide examples for these concepts, examples that are different from the ones used in class or the textbook? 3) Can I describe how these concepts relate to other concepts I've learned in this course?

### **GRADING POLICY**

Course grades will be based on total points earned from the following sources:

<b>COURSE ACTIVITY</b>		<b>POINT VALUE</b>
Exam #1& #2	2 exams x 40 pts each	80 pts
Final Exam		60 pts
Psych. Goals Assignment		15 pts
Homework Assignments	4 assignments x 15 pts each	60 pts
In-Class Assignments		25 pts
Preparation Quizzes	3 quizzes x 10 pts each	30 pts
Enrichment Activities	4 activities x 5 pts each	20 pts
Gen. Ed. Assessment		10 pts
Extra Credit		15 pts

\*\*Total of 300 points, not including extra credit\*\*

**Exams:** There will be two exams and one final exam in this course. All exams will consist of multiple-choice questions. Exams #1 and #2 (both 40 questions) are not cumulative. The final exam (60 questions) will be cumulative...about 66% of the questions will come from the material covered since the last exam, and about 34% of the questions will come from prior material.

**Psych. Goals Assignment:** Since the majority of PSY101 students are in their 1<sup>st</sup> or 2<sup>nd</sup> year of college, now is a good time to reflect on academic goals for this course and especially study

and test-taking strategies. This assignment introduces students to best-practices in studying, based on psychological research, and encourages students to apply this information to design an effective study plan.

**Homework Assignments:** Students will be required to complete 4 out of a possible 14 homework assignments (available on Blackboard, in Assignments section). These assignments involve answering approximately 4 to 6 short-answer/essay questions that correspond to the textbook chapter. Students can choose which homework assignments they wish to complete, and are ultimately responsible for keeping track of the number of assignments completed. That being said: Please note that ONE assignment must be completed BEFORE THE FIRST EXAM, and a SECOND assignment must be completed BEFORE THE SECOND EXAM. If not, 2 points will be deducted from all subsequent homework assignments turned in (4 points if both requirements are not met). Each assignment is due on the FIRST day the topic is discussed in class (see Schedule, below, for all deadlines). An optional 5<sup>th</sup> assignment can be completed to replace the lowest homework assignment score. Students can complete all assignments, and the professor is willing to provide feedback on all assignments turned in, but only the first 4 (or 5) will be graded.

**In-Class Assignments:** To encourage attendance and active participation, students will complete in-class assignments throughout the semester that assess understanding and use of content covered during class sessions. In-class assignments are brief, started and finished during the class session, not announced ahead of time, and will be worth approximately 1-2 points. NOTE THAT THESE IN-CLASS ACTIVITIES CANNOT BE MADE UP. If you miss class, for whatever reason (even if that absence is excused), you miss out on these points.

**Preparation Quizzes:** In an attempt to encourage distributed learning (i.e., studying continuously over the course of the semester, rather than only right before an exam) and help students distinguish between the topics they know well vs. do not understand, three quizzes are assigned, to be completed several days before each exam. These quizzes will be administered through Blackboard and cover topics that will appear on the upcoming exam. You are encouraged to use your book and notes but NOT other people when completing the quizzes. The deadline to complete all quizzes is 4pm on the dates stated below.

**Enrichment Activities:** To acquaint students with the nature and variety of research topics and experimental methodologies in psychology, students will complete 4 enrichment activities of their choosing, worth 5 points each. There are two types of enrichment activities:

Option #1: Participating in research studies.

Throughout the semester, you will have the opportunity to participate in research projects being conducted by the faculty and students in the Psychology Department. Please read the Appendix for instructions on how to set up a SONA account and utilize the SONA system to sign up and participate in research studies.

Option #2: Reading and summarizing professional research.

This enrichment activity option involves reading a current empirical article published in a psychological journal, and writing a brief summary to document your reading. Please refer to Appendix for detailed instructions.

**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 10 points. Failure to complete the quiz (or take it seriously) will result in 0 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.

**Extra Credit Opportunities:** Extra credit opportunities will be announced in class and via Blackboard. These extra credit opportunities vary, but often involve 1) writing a brief paper that summarizes what students' learned about psychology from a source other than the textbook or class sessions, or 2) completing additional enrichment activities (if permitted). All extra credit opportunities and their deadlines will be discussed in class.

Final grades will be as follows:

Grade	% Earned	Grade	% Earned
A	94 and above	C	73 - 76.9
A-	90 - 93.9	C-	70 - 72.9
B+	87 - 89.9	D+	67 - 69.9
B	83 - 86.9	D	63 - 66.9
B-	80 - 82.9	F	62.9 and below
C+	77 - 79.9		

\*This grading scale is subject to change.

### **SCHEDULE OF READINGS AND ASSIGNMENTS**

<b><u>Date</u></b>	<b><u>Scheduled Topic</u></b>	<b><u>Assignment/Exam</u></b>
Jan. 7 <sup>th</sup> (M), 9 <sup>th</sup> (W)	Introduction and Welcome	Read: Chapter 1
Jan. 11 <sup>th</sup> (F), 14 <sup>th</sup> (M), 16 <sup>th</sup> (W)	Research Methods	Read: Chapter 2 <b>Homework #1 due 1/11</b>
Jan. 18 <sup>th</sup> (F), 23 <sup>rd</sup> (W), 25 <sup>th</sup> (F)	Biological Bases of Behavior	Read: Chapter 3 <b>Homework #2 due 1/18</b>
<b>Jan. 18<sup>th</sup> (F)</b>		<b>Psych. Goals Assign. Due</b>
<b>Jan. 21<sup>st</sup> (M)</b>		<b>MLK Day - NO CLASS</b>
<b>Jan. 27<sup>th</sup> (Sunday)</b>		<b>Deadline for Prescreening Survey</b>

Jan. 28 <sup>th</sup> (M), 30 <sup>th</sup> (W)	Sensation and Perception	Read: Chapter 4 <b>Homework #3 due 1/28</b>
Feb. 1 <sup>st</sup> (F), 4 <sup>th</sup> (M)	Consciousness	Read: Chapter 5 <b>Homework #4 due 2/1</b>
<b>Feb. 1<sup>st</sup> (F)</b>		<b>Quiz #1 Deadline</b>
<b>Feb. 6<sup>th</sup> (W)</b>		<b>EXAM #1</b>
<b>Feb. 8<sup>th</sup> (F)</b>		<b>NO CLASS</b>
Feb. 11 <sup>th</sup> (M), 13 <sup>th</sup> (W), 15 <sup>th</sup> (F)	Learning	Read: Chapter 6 <b>Homework #5 due 2/11</b>
Feb. 18 <sup>th</sup> (M), 20 <sup>th</sup> (W), 22 <sup>nd</sup> (F)	Human Memory	Read: Chapter 7 <b>Homework #6 due 2/18</b>
Feb. 25 <sup>th</sup> (M), 27 <sup>th</sup> (W)	Cognition and Intelligence	Read: Chapter 8 <b>Homework #7 due 2/25</b>
March 1 <sup>st</sup> (F), 11 <sup>th</sup> (M)	Motivation and Emotion	Read: Chapter 9 <b>Homework #8 due 3/1</b>
<b>March 4<sup>th</sup> (M), 6<sup>th</sup> (W), 8<sup>th</sup> (F)</b>		<b>NO CLASS Spring Break</b>
March 13 <sup>th</sup> (W), 15 <sup>th</sup> (F), 18 <sup>th</sup> (M)	Human Development	Read: Chapter 10 <b>Homework #9 due 3/13</b>
<b>March 15<sup>th</sup> (F)</b>		<b>Quiz #2 Deadline</b>
<b>March 20<sup>th</sup> (W)</b>		<b>EXAM #2</b>
March 22 <sup>nd</sup> (F), 25 <sup>th</sup> (M)	Personality	Read: Chapter 11 <b>Homework #10 due 3/22</b>
March 27 <sup>th</sup> (W), 29 <sup>th</sup> (F), April 1 <sup>st</sup> (M)	Social Psychology	Read: Chapter 12 <b>Homework #11 due 3/27</b>
April 3 <sup>rd</sup> (W), 5 <sup>th</sup> (F)	Stress, Coping, & Health	Read: Chapter 13 <b>Homework #12 due 4/3</b>
April 8 <sup>th</sup> (M), 10 <sup>th</sup> (W), 15 <sup>th</sup> (M)	Psychological Disorders	Read: Chapter 14 <b>Homework #13 due 4/8</b>
<b>April 12<sup>th</sup> (F)</b>		<b>NO CLASS</b>
<b>April 16<sup>th</sup> (T)</b>		<b>Enrichment Activity Deadline</b>
April 17 <sup>th</sup> (W), 19 <sup>th</sup> (F)	Treating Psychological Disorders	Read: Chapter 15 <b>Homework #14 due 4/17</b>
<b>April 17<sup>th</sup> (W)</b>		<b>Quiz #3 Deadline</b>
<b>Tuesday, April 23<sup>rd</sup>, 12-1:50pm</b>		<b>FINAL EXAM</b>

**\*\*This schedule is subject to change. Students are responsible for any changes announced in class and/or on Blackboard.\*\***

### **COURSE POLICIES**

**Withdrawing from a Course:** The ultimate deadline for withdrawing for this course (or any course at GVSU) is Friday, March 8<sup>th</sup> by 5pm.

**Attendance Policy:** You are adults, so you should be able to regulate your behavior and evaluate the costs and benefits of your decisions. Attendance is not required, but strongly recommended. If you miss class, I strongly encourage you to download the lecture slides from Blackboard (which are abbreviated, but will contain important announcement and in-class activity information) and supplement these with more elaborate notes from your classmates. If you are unsure how to persuade others to lend you their notes, see the section on Persuasion in Chapter 12. Please note that your professor is immune to these persuasion techniques, so please connect with a classmate to obtain notes.

**Late Work Policy:** Written assignments completed outside the classroom should be printed and turned in during class. Assignments can also be turned in at the Psychology Department office (2224 AuSable Hall) by the due date/time. Unless otherwise noted, a homework assignment is considered late if it is not handed in by the end of class on the day the assignment is due. Emailed assignments will NOT be accepted. Late assignments will be penalized 2 points for each day it is late. Exceptions to the late work policy for written assignments will be made ONLY if documentation (e.g., doctor's note, police report, etc.) is provided AND arrangements are made in a timely manner (within 3 days, before or after, the deadline). The following types of assignments WILL NOT BE ACCEPTED if turned in late: 1) quizzes (since they are available for a week), 2) enrichment activities (since they can be completed at any time during the semester), and 3) extra credit.

**Make-Up Policy:** Make-up exams are negotiable if 1) you have a good reason and coordinate with the professor at least one week before the scheduled exam; or 2) there is a real illness, emergency, or unexpected event that is documented (e.g., doctor's note, police report, etc.). It is the student's responsibility to contact the professor in a timely manner (within a week of the exam) and make arrangements for a make-up exam. There will be no make-up opportunities for class participation activities, regardless of the reason for missing class.

**Accommodations for Students with Disabilities:** If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources (DSR) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Please begin coordinating with your professor as soon as possible at the beginning of the semester. Furthermore, if you have a physical disability and think you will need assistance evacuating the classroom and/or building in an emergency situation, please contact me so I can develop a plan to assist you.

**Other Accommodations:** We all have lives outside this course. Arrangements can be made to accommodate various life circumstances (e.g., illness, religious observances, university-related athletic or academic obligations, death of a loved one, etc.), but students need to reach out to the professor in a timely manner and provide the appropriate documentation. In contrast, end-of-semester requests for more extra credit opportunities, revising a past assignment, or "just a couple more points" are unfair to your classmates and do not demonstrate a sincere commitment to learning – these will be denied.

**Classroom Conduct:** We are all adults capable of conducting ourselves in a civil and respectable manner. If you want to sleep, eat lunch, watch YouTube videos, text/chat with friends, etc. – do it somewhere else! These activities are rude and distracting to your classmates, who will judge you negatively for this behavior. Seriously, if you are unwilling to regulate your behavior and pay attention for an hour, you need to address that shortcoming immediately. Active involvement in class activities and discussions is strongly encouraged, but please be mindful of whether you are preventing your classmates from contributing. It is okay to disagree with others, and it is okay to express non-mainstream views. However, bigotry and disrespect are unacceptable. Think about what you want to say, edit if necessary, then speak. Disrespectful students will be called out by the professor or classmates, asked to leave, and/or removed from class by campus police.

**Statement of Academic Dishonesty:** The following is adapted from the Student Code, Sections 223.00 and 223.01: The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind.

- a. No student shall knowingly procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- b. No student shall complete, in part or in total, any examination or assignment for another person.
- c. No student shall allow any examination or assignment to be completed, in part or in total, by another person.
- d. No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without specific authorization from the instructor(s) of the class(es) to which the student wishes to submit it.
- e. No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own. Offering the work of someone else as one's own is plagiarism. Any ideas or materials taken from another source for either written or oral presentation must be fully acknowledged. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs, to entire articles copied from the internet, books, periodicals, speeches, or from the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. In short, any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

Although students are encouraged to study together, all assignments and exams should be the sole work of the individual student, not a collaborative effort (unless otherwise stated). Also, students should strive to avoid any *appearance* of dishonesty. That is, avoid doing things that are associated with academic dishonesty (i.e., checking phone during exam) and thus raise concerns that you may be potentially dishonest in your work. Any violation of academic integrity, even on a small scale, can result in a failing grade in the course.

**Blackboard:** The course Blackboard website is ESSENTIAL to your success in the course. It is the student's responsibility to visit Blackboard and stay current of the material posted in this forum. Blackboard will be used in the following ways:

**1) Grades:** All grades will be posted on Blackboard within one week of the assignment date. Given security issues, I will not discuss grades over email unless the student initiates that conversation.

**2) Course materials:** Most course materials (e.g., syllabus, assignments, review guides) will be posted on Blackboard. Review guides for the exam will be posted one week before the scheduled exam date. Abbreviated lecture slides will be available before class. I also like to post links to fun and/or educational Psychology websites on Blackboard, so if you have any to suggest, let me know.

**3) Announcements:** In addition to making announcements in class, all announcements will be posted on Blackboard.

**4) Emails:** Many emails sent by the professor will be sent via Blackboard. Please verify the accuracy of your email address listed in Blackboard. I respond to emails promptly (within 12 hours, or sooner) when they are sent during normal business hours (8am to 5pm, M-F). Emails sent on weekends, holidays or in the evening may receive delayed responses because we have lives outside this course.

**MindTap:** If you purchased your textbook from the Bookstore, then you also have access to a MindTap. Similar to Blackboard, MindTap offers a variety of interactive activities, videos, study systems, etc. that can be used to help you master the material in this course. Using MindTap is not required for this course, but it can be helpful...and if it comes with your textbook purchase, then why not use it?! To sign up, go to the following website (<https://www.cengage.com/dashboard/#/course-confirmation/MTPPZGCNQ9NS/initial-course-confirmation>) and follow the prompts to set up an account and register for this “course”. You will need an access code, which you received with your textbook purchase. (A link to MindTap and these instructions are also posted on Blackboard.)

**Library Resources:** Gayle Schaub is the Psychology librarian and she can provide you with individualized research assistance. Her office is in the Mary Idema Pew Library; contact info is [schaubg@gvsu.edu](mailto:schaubg@gvsu.edu) or 331-2629. Her Psychology Library Subject Guide (on Blackboard) contains links to all of the psychology databases and other specific resources for psychology students.



## APPENDIX 1

### 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 three weeks of the semester. Completing this survey counts as one-half 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, half-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 27<sup>th</sup>**.

#### 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](mailto: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*.

### **Need Help?**

If you need assistance registering for studies, 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 Deadline**

The last day to participate in studies is **Tuesday, April 16<sup>th</sup>**.

### **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 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 is to broaden your understanding of psychological research and how it is conducted.

## Selecting an Article

Choose a current article published in 2017 or 2018 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 Consulting and Clinical Psychology  
 Journal of Counseling Psychology  
 Journal of Educational Psychology  
 Journal of Experimental Psychology: General  
 Journal of Experimental Psychology: Applied  
 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.

This reference information must be complete and accurate 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 ultimate deadline for submitting papers is **Tuesday, April 16<sup>th</sup>**.