



PSY 101 Introductory Psychology

Foundations – Social and Behavioral Sciences

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

1. How knowledge in the social or behavioral sciences is created and applied.
2. The major approaches, methods, theories, and substantive findings of the field.
3. An informed critical stance that will allow students to weigh and apply ideas and claims from the social and behavioral sciences outside the classroom.
4. Critical and creative thinking, which uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing. Students will:
 - Assess differing perspectives and assumptions.
 - Evaluate evidence and the logic of arguments.
 - Formulate novel approaches or create alternative interpretations.
5. Ethical reasoning, which is a decision making process based on defining systems of value. Students will:
 - Recognize ethical issues when presented in a complex situation.
 - Demonstrate their 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.

Grand Valley State University educates students to shape their lives, their professions, and their societies.

Grand Valley State University
Syllabus
PSY 101-12 and PSY 101-10: Introductory Psychology, Fall Semester, 2016

Instructor Information

Name: Benjamin Swets, Ph.D., Associate Professor
Office hours: T 10-11 am; Th 1-2 pm; or by appointment. Please email me to make appointments
Office location: 2217 Au Sable Hall
Email: swetsb@gvsu.edu. Reaching me by email is generally easier than reaching me by phone.
Phone: (616) 331-2169

Class Time and Place

Section 12: TTh	2:30 – 3:45 pm	174 LSH
Section 10: TTh	4:00 – 5:15 pm	174 LSH

Course Description (from GVSU)

“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. Fulfills Social and Behavioral Sciences Foundation requirement.”

Course Description (mine)

This course serves as an overview of the scientific study of psychology from many different perspectives. We will cover such topics as learning, thought, psychological disorders, personality, and social processes. I have a simple philosophy for the teaching of this course: to match student goals with instructor goals. My goal in teaching this course is to have students learn the essential skills, concepts and information that any student in Introductory Psychology ought to learn. I hope that one of your main goals is to get a good grade. By ensuring that the concepts and skills I want you to learn comprise the basis of evaluation for your grade, our goals become one and the same.

Why Should You Take This Course?

This course will provide you with fascinating insights into human thought and behavior. If that isn't enough, this course also satisfies a departmental requirement for Psychology majors and is a prerequisite for almost every other Psychology course. Introductory Psychology is also part of the Social Sciences General Education Foundation Category.

Course Goals

- To survey a broad range of topics in psychology, providing education about the basic concepts that will lay the groundwork for success in future courses that build on this information.
- To learn how psychology is studied, i.e., to learn the scientific method of studying psychology. I consider this course to be an opportunity to teach more than just WHAT we know about psychology. It is an opportunity to also teach HOW psychology is studied. Psychology is a science, and this course will emphasize that point.
- To gain a critical perspective on issues in psychology. Be prepared to think skeptically in this class.
- To undermine misconceptions of psychology spread by popular media and folk wisdom.

Required Text

Textbook: R. J. Gerrig (2012). *Psychology and Life*, 20th edition. This textbook can be purchased at the GVSU bookstore, online (e.g., Amazon.com), or can be digitally “rented” from the publisher here:
http://www.coursesmart.com/9780205857760?_professorview=false&_hdv=6.8.

Course Webpage

The instructor will maintain a course webpage using GVSU's Blackboard system. The webpage will contain pertinent course information, grades, lecture slides, announcements, etc. The webpage is meant to supplement the lectures, not replace them. Students are responsible for all information provided in the lecture that may, or may not, be included on the web page.

Course Requirements

Quizzes/In-Class Assignments (40 points total): Throughout the semester, short quizzes on the assigned reading will be given during lecture. The dates of these quizzes will be determined randomly. *No make-up quizzes will be administered*, but students may miss 1 quiz/in-class assignment without penalty. It is a good idea to do the reading assignments before the date on which they are listed.

Assessment Activity (10 points): 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, which will be during the last week of class. Note: This assessment is DIFFERENT from the Course Evaluation, which asks your opinion of various aspects of this course.

Enrichment Activities (40 points total): As a part of an enriched academic experience, you are required to participate in four (4) hours of psychology studies or alternative activities (see attached).

Midterm Exams (200 points total): There will be two midterm exams worth 100 points apiece. Exam dates appear on the Course Schedule, below. Midterms will consist of multiple choice questions that engage your understanding of course concepts. Questions may cover any information provided by the lecture, textbook, and supplementary classroom activities such as videos. Midterms will not be cumulative.

Final Exam (150 points): The final exam will consist of multiple choice questions. Some of the points on the final exam will come from the final course unit, and the remaining questions could be on any topic from any time in the course. Therefore, some of the final exam will be cumulative, and some will be like a Midterm Exam.

Grading

The Quizzes, Enrichment Activities, Midterm Exams, and Final Exam will collectively be worth 440 points. Based on your cumulative point score the following grades will be assigned:

<i>Percentage</i>	<i>Grade</i>		
93 – 100%	A	73 – 76.99%	C
90 – 92.99%	A-	70 – 72.99%	C-
87 – 89.99%	B+	67 – 69.99%	D+
83 – 86.99%	B	60 – 66.99%	D
80 – 82.99%	B-	59.99% or less	F
77 – 79.99%	C+		

THE GRADING SCALE AS PRINTED ABOVE IS FINAL! Any changes in grading policy will be announced in class and on the course website.

Attendance

There is no attendance requirement, but I strongly recommend attending class, for several reasons: 1) There will be material covered in class that will not be found in the text book, but will be found in exam questions. 2) Surprise quizzes/in-class assignments comprise part of the grading of this course. 3) Repeated and varied exposure to course material results in better memory and understanding of that material.

Emergencies and Schedule Conflicts

Absences from exams related to participation in a university-sanctioned event, a personal illness, a family emergency, or a major religious holiday will be excused provided that you a) give the instructor at least one week advance notice (when the conflict is foreseeable) or a timely explanation upon your return (when the conflict is unforeseeable) and b) give the instructor written documentation from an appropriate faculty member, university administrator, physician, or clergy member. Make-up exams will be administered only if an absence from the exam is excused for one of the above reasons. Note that vacation is not considered a valid excuse. You may take a make-up exam either at another time on the normal exam day, or on the soonest possible date thereafter. An unexcused absence from an exam will constitute a score of 0.

Tentative Course Schedule

DATE	TOPIC(S)	READING
Aug 30	Syllabus, Introduction	Chapter 1
Sep 1	Research Methods	Chapter 2
Sep 6	NO CLASS—LABOR DAY RECESS	
Sep 8	Evolutionary Theory	Chapter 3
Sep 13	Brain	
Sep 15	Sensation	Chapter 4
Sep 20	Perception	
Sep 22	Learning and Behavior Analysis I	Chapter 6
Sep 27	Learning and Behavior Analysis II, Review	
Sep 29	EXAM 1	
Oct 4	Memory I	Chapter 7
Oct 6	Memory II	
Oct 11	Memory III	
Oct 13	Cognition: Language	Chapter 8
Oct 18	Cognition: Language and Thought	
Oct 20	Development I	Chapter 10
Oct 25	Development II	
Oct 27	Emotions, Stress and Health I	Chapter 12
Nov 1	Emotions, Stress and Health II, Review	
Nov 3	EXAM II	
Nov 8	Psychological Disorders I	Chapter 14 (1 st half)
Nov 10	Psychological Disorders II	Chapter 14 (2 nd half)
Nov 15	Treatment of Psychological Disorders	Chapter 15
Nov 17	Social Cognition I	Chapter 16 (1 st half)
Nov 22	Social Cognition II	
Nov 24	NO CLASS: THANKSGIVING RECESS	
Nov 29	Social Cognition III	
Dec 1	Social Processes I	Chapter 16 (2 nd half)
Dec 6	Social Processes II	Complete assessment
Dec 8	Social Processes III, Review	

The above schedule is tentative. Any changes in the schedule will be announced in class and posted on Blackboard.

FINAL EXAM: Section 14 (2:30 class): Tuesday, December 13, 4:00 pm - 5:50 pm

Section 11 (4:00 class): Thursday, December 15, 4 – 5:50 pm

Note: You must take the final exam with the section in which you are registered.

Caveat

All of the information included in this syllabus, including the course schedule, assignments, and grading procedure, is subject to change. Any changes to this schedule will be announced in class and on the course webpage.

Accommodations for Students with Disabilities

If there is any student in this class who has special needs because of learning, physical or other disability, please contact Disability Support Resources (DSR) at (616) 331-2490. I would be happy to help, but DSR is the proper channel. If you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

Academic Integrity

Section 223.00 of GVSU's Student Code contains very specific information about maintaining academic integrity. It states: "The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles, and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged. Compliance shall include compliance with the following specific rules:

1. No student shall knowingly, without authorization, procure, provide or accept any materials which contain questions or answers to any examination or assignment.
2. No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.
3. No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.
4. No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own.
5. No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without authorization from the instructor(s) of the class(es) to which the student wishes to submit it."

Section 223.01 defines plagiarism: "Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. 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."

Section 223.02 defines the professor's responsibility in maintaining academic integrity: "It is the instructor's responsibility to establish a classroom atmosphere that fosters academic honesty on the part of the students. If any instance of academic dishonesty is discovered by an instructor, he/she will notify the student and discuss the incident. After discussing the alleged act of academic dishonesty with the student, the instructor will make a decision. Depending on the instructor's judgment of the particular case, he/she may do nothing, impose additional course requirements, ask the student to repeat the work in question, or give a failing grade for the assignment, examination or the entire course. Any time an instructor imposes such a failing grade for academic dishonesty, the Dean of Students, the Dean(s) of the Academic Division or Autonomous School in which the course is taught and in which the student is a major, if different, should be notified of the failing grade."

Section 223.04 states that some cases of academic dishonesty may be punished more seriously: "In instances of academic dishonesty where the instructor feels that more serious action than a failing grade in the course is warranted, the instructor will notify the appropriate Dean(s) of the Division or Autonomous School in which the course is taught and in which the student is a major, if different, and the Vice-President responsible for Student Services, or a designee, in writing of the circumstances. The appropriate academic Dean(s) may then refer the case to the University Judiciary which shall have original jurisdiction. You are also urged to ask the instructor about the appropriateness of any practice when in doubt."

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. Students can meet the requirement by doing multiple versions of either option, including mixing activities from the two options.

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 11th**.

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 Laboratory Secretary, Nicole O’Leary, 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.

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

For each summary you write (1 summary = 1 enrichment credit), pick a current, empirical article from a psychological journal that is 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 is 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” version of the journal article. You can watch a video titled “Finding Journals by Title” by going to <http://libguides.gvsu.edu/psych>. 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/Half Credit/No Credit basis. Most papers that receive a failing grade are ones where the writer fails to follow the instructions. Double-check your paper(s) before you submit it/them, to make sure it/they conform exactly to all the rules described above.

Submitting Papers for Grading & Deadline

The final date to turn in Option 2 Enrichment Activities is Thursday, December 8.