FALL 2014 COURSE SYLLABUS
PSY 101: INTRODUCTORY PSYCHOLOGY
SECTION 10 MWF 10:00-10:50 176 Lake Michigan Hall

INSTRUCTOR: Kevin Autry, Ph.D.
OFFICE: 2142 Au Sable Hall (ASH)
OFFICE HOURS: MW 11 – 12, TR 1:15 – 2:15, or by appointment
PHONE: 331-2407
E-MAIL: autryk@gvsu.edu


REQUIRED TECHNOLOGY: Turning Point ResponseCard RF (available at the University Bookstore)

COURSE DESCRIPTION

This course will provide an overview of psychology, the scientific study of behavior and mental processes. Students are not expected to have any previous experience with psychology. This course will cover a variety of topics including the history of psychology, research methods, biological psychology, sensation and perception, learning, memory, development, social psychology, personality, psychological disorders, and treatment.

This course consists primarily of structured lectures supplemented with various activities, demonstration, and videos. Lecture outlines will be available on Blackboard with specific keywords omitted. You are expected to print out these lecture slides (or download the electronic version) before each class so that you can fill in the missing information. You are also strongly encouraged to read the assigned text material before the lecture on that topic. Introducing yourself to the material before class will give you a chance to become familiar with the terminology being used so that you can focus your attention in class on the important points and major concepts of the lecture, and how the new material fits with other topics and issues that have been previously considered.

This course also includes several different study aids designed to help you learn the course material. Each lecture will begin with review questions to test your understanding of the previous lecture’s concepts. Additionally, a major concept sheet which outlines every concept you will need to know for each exam will be provided via Blackboard along with a practice test which you can use to assess your mastery of the material.

GRADING POLICY

Overview: A total of 500 points will be available for this course based on four major examinations, four quizzes, four enrichment activities, and a general education assessment.

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Examinations</td>
<td>100 each</td>
<td>400</td>
</tr>
<tr>
<td>4 Quizzes</td>
<td>15 each</td>
<td>60</td>
</tr>
<tr>
<td>4 Enrichment Activities</td>
<td>8 each</td>
<td>32</td>
</tr>
<tr>
<td>General Education Assessment</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>500</td>
<td>500</td>
</tr>
</tbody>
</table>

Your final grade in the course will be recorded using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-91%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>82-87%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>72-77%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
</tr>
<tr>
<td>B-</td>
<td>80-81%</td>
</tr>
<tr>
<td>C-</td>
<td>70-71%</td>
</tr>
<tr>
<td>D</td>
<td>60-67%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>
**Exams:** Each of the four non-cumulative exams will consist of 50 multiple-choice questions and will be worth 100 points. You will be held equally responsible for mastery of material presented in the text (even if not presented in lecture) and of material presented in lectures (even if not presented in the text). See Other Policies for information regarding missed exams.

**Quizzes:** Each of the four quizzes will consist of 10 short answer questions and will be worth 15 points. Quizzes will be posted on Blackboard and should be completed individually outside of class. Quizzes must be turned in at the beginning of the class period after they are posted for full credit, but will also be accepted one class period late for half credit.

**Enrichment Activities:** The study of psychology is enriched by actual student engagement with the process of research either by participating in research or by reading research reports and writing about them. You will complete 4 enrichment activities of your choosing, worth 8 points each. See the Enrichment Activities section at the end of the syllabus for more details.

**General Education Assessment:** A brief quiz will be administered via Blackboard during the last week of the semester to assess students’ knowledge of core components of the course as part of the General Education program. Completion of the quiz will result in 8 points toward your final grade.

**Extra Credit:** You may earn up to 10 extra credit points for participating in various activities which will occur throughout the semester. These points will count toward your total points and can therefore increase your total grade by as much as 2%.

**OTHER POLICIES**

**Attendance:** Attendance will not be recorded, but you are expected to attend all class meetings. Course lectures will contain information not provided in the textbook and you will not be able to make up extra credit opportunities. If you miss a class, it is your responsibility to ask a fellow student to help you complete your notes.

**Make-up Examinations:** If you know you will be unable to attend an exam ahead of time for any reason, you may contact me to schedule a time to take the exam early. If you miss an exam unexpectedly, you will have one week to provide documentation to excuse your absence and to schedule a make-up exam. No make-ups will be available for the final exam. When final grades are computed, a score of 0 will be given for any missed exams for which a make-up exam has not been taken.

**Academic Integrity:** Students are expected to adhere to the University’s policies on academic integrity. You are responsible for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity (see GVSU Student Code Section 223.01). Cheating and plagiarism will be dealt with according to procedures described in the Student Code.

**Accommodations:** If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me and Disability Support Services (DSS) at (616) 331-2490. If you have a disability and think that you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so that the University and I can develop a plan to assist you. It is the student’s responsibility to request assistance from DSS.

**Electronic Devices:** All cell phones should be turned off or set to silent before the start of class and should not be used during class. Laptops may be used in class for note-taking only, and no electronic devices may be used during exams.

**Emergency Closings:** If for any reason the University cancels classes on an exam day (e.g., severe weather), the exam will be moved to the next class meeting.
**TENTATIVE COURSE SCHEDULE: WINTER 2015**

<table>
<thead>
<tr>
<th>Week of</th>
<th>Reading assignment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAN 5</td>
<td>Chapter 1 The Science of Mind</td>
</tr>
<tr>
<td>JAN 12</td>
<td>Chapter 1 The Science of Mind / Chapter 2 The Biological Mind</td>
</tr>
<tr>
<td>JAN 19</td>
<td>Chapter 2 The Biological Mind</td>
</tr>
</tbody>
</table>

**MLK JR. DAY – NO CLASS MONDAY**

| JAN 26  | Chapter 2 The Biological Mind / Chapter 3 The Perceiving Mind |
| FEB 2   | Chapter 3 The Perceiving Mind |

**EXAM 1 (CHAPTERS 1, 2, & 3) WEDNESDAY, FEBRUARY 4**

| FEB 9   | Chapter 6 The Adaptive Mind |
| FEB 16  | Chapter 6 The Adaptive Mind / Chapter 7 The Knowing Mind |
| FEB 23  | Chapter 7 The Knowing Mind |

**EXAM 2 (CHAPTERS 6 & 7) WEDNESDAY, FEBRUARY 25**

| MAR 2   | SPRING BREAK – NO CLASS |
| MAR 9   | Chapter 9 The Developing Mind / Chapter 11 The Connected Mind |
| MAR 16  | Chapter 11 The Connected Mind |
| MAR 23  | Chapter 11 The Connected Mind |

**EXAM 3 (CHAPTERS 9 & 11) WEDNESDAY, MARCH 25**

| MAR 30  | Chapter 10 The Individual Mind / Chapter 12 The Troubled Mind |
| APR 6   | Chapter 12 The Troubled Mind |
| APR 13  | Chapter 13 Healing the Troubled Mind |

**LAST CLASS – APR 17**

**FINAL EXAMINATION: EXAM 4**

**(CHAPTERS 10, 12, & 13)**

**TUESDAY, APRIL 21**<sup>st</sup>, **12:00 - 1:50 PM**
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 participate in four research-related enrichment activities. There are two different kinds of enrichment activities, and students can opt which to do. 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 PSYCHOLOGICAL RESEARCH

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 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 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 will receive invitations based on the Pre-Screening responses.) The last date to participate in the prescreening survey is Tuesday, September 9.

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 eligibility restrictions, 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 for completion by selecting My Schedule/Credits, but please allow at least one week after a study before checking.

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 before
participating in studies, see the Subject Pool Secretary, Nicole O’Leary, for information about permission requirements.

Need Help?
For assistance registering for studies, please contact Nicole O’Leary, the Psychology Subject Pool Secretary, 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 2.

Option 2: Papers on Research 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 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.

Objective
The objective of this assignment is to broaden your understanding of psychological research, and how it is conducted. This is important because psychology, as a science, is based on research. To understand psychology, it is important to understand its scientific basis.

Selecting an Article
Choose a current article, published in 2013 or 2014, that reports an empirical psychological study. (i.e. one that is based on the collection of data. Reviews, meta-analyses, and other comparisons of studies from separate researchers are not appropriate for this assignment. Your article should include 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
Most of the journals are available electronically through databases you can access through the GVSU Library website. You can watch a video showing how to access the journals by going to http://libguides.gvsu.edu/psych and then clicking on the Psychology 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.

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. 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. Avoid quoting from the article, but any phrases quoted must be placed 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 turn in 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, put your name, your student number (G-number), your professor’s name, your section, 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. This reference information must be complete and accurate for you to receive credit for the paper.

To the back of your summary, staple a photocopy of the first page 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 article from a library database, you may have to print several pages to make sure all the required information is present.

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.

Option 2 Deadline
Option 2 Enrichment Activity assignments can be turned in at any time during the semester, however the final deadline is Thursday, December 4th.
This course is part of GVSU’s General Education Program.

The goal of the program is to prepare you for intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national, and global communities.

The program is designed to increase your knowledge and skills in the following areas:

Knowledge Goals:
1. The major areas of human investigation and accomplishment — the arts, the humanities, the mathematical sciences, the natural sciences, and the social sciences.
2. An understanding of one’s own culture and the culture of others.
3. An understanding of how academic study connects to issues in the world.

Skills Goals:
1. Collaboration is the process of working together and sharing the workload equitably to progress toward shared objectives, learned through structured activities that occur over a significant period of time.
2. Critical and creative thinking uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing.
3. Ethical reasoning is a decision-making process based on defining systems of value.
4. Information literacy is the process of locating, evaluating, and using multiple forms of information.
5. Integration is the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations.
6. Oral communication is the practice of effectively communicating verbally with a public audience across a variety of contexts.
7. Problem solving is the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals.
8. Quantitative literacy is a competency and comfort in working with numbers.
9. Written communication is the practice of creating and refining messages that educated readers will value.

Ensuring that undergraduate students receive a broad general education has been a primary goal of colleges and universities since their inception. In this era of increasing specialization and growing demand for professional expertise, it is vital that we continue to emphasize the value of general learning.

GVSU maintains that a complete education involves more than preparation for a particular career. A career occurs in the context of a life, and a sound general education helps one “make a life” as well as “make a living.” The university is committed to assuring that all undergraduate students, regardless of academic major, receive a broad education rooted in the arts and sciences.

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.*