

Psychology 101: Introductory Psychology

Fall 2019

Section 10: MWF 10:00 – 10:50 am, ASH 2302

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Office Hours: MWF 11:00 to 12:00 or by appointment.

REQUIRED ELECTRONIC TEXT:

Lilienfeld, S. O., Lynn, S. J., & Namy, L.L. (2018). *Psychology: From Inquiry to Understanding, Fourth Edition*. Pearson: Boston, MA.

Note: This is an electronic textbook, and you purchase an access card at the bookstore.

COURSE OBJECTIVES:

This course is designed to provide an introduction to the scientific discipline of Psychology. Psychologists use scientific methods to study human behavior. This means that we study how people act in different situations, what they think and feel, how they remember, the relationship between brain function and behavior, and many other specific topics.

This course will address the methods used in psychological research, and some of the important theoretical ideas and findings from some of the major areas of Psychology. We will also discuss the relevance and usefulness of Psychology in people's everyday lives. Finally, we will periodically discuss the idea of being a "consumer" of psychological research, which means we will talk about how to understand and interpret some of the psychological findings that you read about in the course of your everyday life. Throughout the course, there will be a primary focus on using psychological research methods to study human behavior. The specific course objectives are as follows:

Upon successful completion of this course students will be able to:

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

The class periods will consist of lecture material, class discussions, smaller group discussions, and occasional videos. You are encouraged to ask questions and discuss

issues in class. A single experiment rarely provides a definitive answer to a question about psychological processes. Alternative interpretations and contradictory experimental results can be common. Therefore, critical thinking about the issues we discuss will be a focus in this course.

It will be important in this course to read the relevant textbook chapter **before** the lecture on each topic. If you read the textbook before class, you will understand the lecture better. When we get to the sections about memory and language, I will explain in more detail why this statement is true. You will notice from the syllabus that the textbook chapters are the only assigned readings in the course. Do not be lulled into thinking that the reading will be easy, however. It takes a long time to carefully read, understand, organize, and test yourself over the contents of a textbook chapter.

ATTENDANCE:

You need to come to class. There will be in-class quizzes approximately once per week (explained below). In addition, there will be material covered during lectures that is not in the textbook. This material will be included on the exams, so if you do not come to class, you will not be familiar with all of the material on the exams. In addition, the lectures will help you to better understand the material that is covered in the book and the readings.

EXAMINATIONS:

There will be four exams given in this course, three during the semester and one on the day of the final. The final exam will be cumulative. The final will have more questions from the last quarter of the semester than the first three quarters, but it will cover material from the entire course. Each exam will cover the material that has been presented in the textbook, lectures, videos, and discussions. All of the exams will be multiple choice. The first three exams will be worth 40 points each, and the final will be worth 70 points. Many of the exam questions will be written to test your understanding of the material more than just your memory for the material. This means that when you study, you should keep track of whether you understand the material. Do not simply memorize lists of definitions.

You are expected to be present for each exam. Make-up exams will **only** be given in the case of an injury or illness, or if there is a death in the family. In each case, you must notify me within 24 hours of the exam, and you must be prepared to provide documentation regarding your situation. Make-up exams will be given as soon as possible after the exam, and may be multiple choice, essay, or oral at my discretion.

RETRIEVAL PRACTICE QUIZZES:

Approximately once per week, I will give a short answer quiz in class that will take about 10-15 minutes to complete. The quizzes will be designed to get you to recall from memory some of the information we have been discussing in lecture that week. I will collect the quizzes and record the fact that you were in class and completed the quiz. As long as you put in a reasonable effort to complete the quiz, you will receive full

credit. I will then post the quiz answers on Blackboard. The main point of the quizzes is to give you some experience testing yourself on the information that you need to learn. As I will explain in class, testing yourself is an excellent study strategy. A secondary point of the quizzes is to make sure that you come to class and are paying attention.

The quizzes will generally be unannounced, and will be on different days of the week for different topics. Sometimes quizzes will come at the end of a chapter, but not necessarily. I will drop one quiz grade over the course of the semester, but there will be no make up quizzes given. This policy means that if you are not in class on the day of a quiz, you have missed it unless you have an excused absence. Each quiz will be worth five points, and there will be 11 quizzes during the semester.

WRITING ASSIGNMENTS:

You must turn in both writing assignments on Blackboard. In Blackboard under "Assignments", an assignment will be created for each essay. The Blackboard site will accept essays up through 5:00pm on the due date listed on the syllabus. Each essay is worth **30 points**. Note that both writing assignments are related to the General Education learning objectives.

Plagiarism: You must write the essay assignments in your own words. If you copy phrases or sentences from other students or from any other source, that is plagiarism. If your essays are plagiarized, you will fail the assignment. There is a link posted on Blackboard for a website that has a lot of useful information about plagiarism. I encourage you to look at it or talk to me if you have any questions.

Writing assignment #1: Research Ethics (due 9/27)

For this assignment, you are to analyze a research study and write an essay describing the extent to which the study was or was not consistent with the ethical guidelines laid out in the Belmont Report. The study became known as the Tearoom Trade study by Laud Humphreys (1970). Humphreys studied the habits and lives of men who had sexual relations with other men in public bathrooms. You can read more about the research procedures he followed in these summaries:

<http://www.drjkoch.org/Intro/Readings/Humphreys.htm>

https://minerva.leeds.ac.uk/bbcswbdav/orgs/INTF00001/page%201_07.htm

In the essay, you should discuss what, if any, violations Mr. Humphreys committed according to the principles described in the Belmont Report. These principles were discussed in class, in the book, and you can find the complete Belmont Report here:

<https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html#xbasic>

When you write your essay, be sure to explain your responses. If you think he violated an ethical principle, which part of his procedure are you referring to, and why is it a violation? Do not simply list one or two principles that may have been violated. Keep in mind that the Belmont Report itself explains that determining whether ethical violations have taken place is often a difficult task in which reasonable people may disagree.

Your essay should be about one page, double spaced. You do not need introduction and conclusion paragraphs, or other extraneous information.

Writing assignment #2: Critical thinking about memory (due 11/4)

The assignment is to describe and critique the educational effectiveness of quizzes completed in an introductory psychology course taught by a different professor (not at this university.) In the class, there were no mid-term exams, but there was a cumulative final at the end of the semester, so students had to remember the quiz information some time later. Here is a description of the way weekly quizzes were set up. To take the quiz, students would go online to their account. Once the student logged in, they had 30 minutes to complete the questions, which were mostly fact-based questions or questions about terms that were described in the book or in the notes. Students could use their book or notes while taking the quiz. The most common strategy for a student was:

1. read the question
2. find the part of the book or notes that contains the answer
3. record the answer and move on to the next question.

Your task in this essay is to describe and critique the format in which these quizzes were given with respect to the major components of the memory model we discussed in class (working memory, long-term memory, encoding, retrieval, forgetting, etc.) **First**, describe how each of the components would be used in answering the questions on the quiz. For example, what, if anything, is encoded into long-term memory? What is in working memory and when is it there? **Second**, construct an argument that this method of quizzing is effective or ineffective in terms of students' ability to remember the information a couple of months later for the cumulative final. You should support the claim of your argument by describing at least one experiment from the book or the class notes as evidence. Make sure to be clear how the experiment you describe relates to the argument you make that the quiz method is effective or ineffective for promoting memory of the course material.

Your essay should be about one page, double spaced.

GVSU COURSE POLICIES:

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies>

At this website you can find all policies related to such topics as academic integrity, disabilities, inclusion, and discrimination. Please note that you are responsible for knowing and following the policies that are listed here. It is a good idea to read through them to familiarize yourself with them.

Note that violations of the academic integrity policy, including plagiarism or cheating on exams, will result in the student earning a failing grade for the assignment. If the violation is severe, the student will fail the course.

GENERAL EDUCATION PROGRAM:

This section explains GVSU's General Education Program goals. As part of the course, a General Education Assessment Activity will be made available on Blackboard during the last week of the semester. This activity is required, and you will receive 10 points for completing it. Your performance on the activity will not be part of your grade, so you will receive full credit for completing it.

"The General Education Program prepares students for informed citizenship, leading to responsible participation in local, national, and global communities." (GVSU General Education Program Mission Statement)

General Education Foundations - Social and Behavioral Sciences

The following are the general education knowledge and skill outcomes.

Knowledge Student Learning Outcomes:

1. Explain how knowledge in the social and behavioral sciences is created and applied.
2. Explain the major approaches, methods, theories, and substantive findings of the field.
3. Weigh and apply ideas and claims from the social and behavioral sciences outside the classroom.

Skills Student Learning Outcomes

1. Critical Thinking – Comprehensively evaluate issues, ideas, artifacts, or events before forming a conclusion.
 - States an issue clearly and describes it comprehensively.
 - Uses appropriate evidence that includes relevant context(s), which facilitates a comprehensive analysis or synthesis of the issue.
 - Develops a position that thoroughly takes into account the complexities of an issue, limits of the position, and synthesizes others' points of view.
 - Develops conclusions, implications, and consequences that are logical and reflect an informed evaluation based on strength of evidence.

2. Ethical Reasoning – Apply ethical principles and codes of conduct to decision making.
 - Recognizes ethical issues when presented in a complex, multilayered (gray) context and can recognize interrelationships among the issues.
 - Names the major ethical theory or theories used, presents the gist of said theory or theories, and thoroughly and accurately explains the details of the theory or theories used.
 - Applies ethical theories to a complex issue accurately and considers the full implications of the application.
 - States a position in-depth and effectively defends against other ethical perspectives.

Skills rubrics for critical thinking and ethical reasoning will be posted on Blackboard. These rubrics describe some of the basic skills progressions students are expected to progress through while at GVSU. Tests and writing assignments in this class both address the Student Learning Outcomes. We will periodically discuss these skills in class and how they relate to test questions and assignments.

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 PSY 101 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 failure to 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. Note: This assessment is DIFFERENT from the Course Evaluation, which asks your opinion of various aspects of this course.

ENRICHMENT ACTIVITIES: LEARNING ABOUT PSYCHOLOGICAL RESEARCH

There are additional Enrichment Activities that you need to complete as part of this course. Completion of the Enrichment Activities is worth 20 points. They will be scored on an all or none basis, which means that if you complete the activities you will get the full 20 points. If you do not complete the activities in full, you will get no points. Note that the enrichment activities are set by the psychology department and are the same for all sections of PSY 101.

In the Enrichment Activities portion of the course, students will become acquainted with the nature and variety of research in psychology. Three kinds of enrichment activities are available:

- *Option 1* involves being a participant in research studies conducted by Psychology Department faculty and students.
- *Option 2* involves completing activities that will give you first-hand experience with research techniques used in Psychological research.
- *Option 3* involves writing summaries of research studies published in scholarly journals.

Students must earn *four* enrichment activity credits for this requirement. Each article summary (Option 3) is worth 1 credit, while Psychology Department research studies (Option 1) and research technique activities (Option 2) are worth a varying number of credits (the number of credits depends upon how much time it takes to complete the study/research technique activity).

In order to complete Option 1 and 2 activities, you must register for a SONA Systems account (Scheduling System Software). Once you have an account, you can log in whenever you want and sign up to participate in any available studies/activities for which you qualify. To access SONA Systems, along with downloadable registration instructions, follow this link:

<https://www.gvsu.edu/psychology/be-a-participant-in-research-296.htm> Video tutorials are available at the following link that will walk you through the registration and study sign-up process:

<https://gvsu.hosted.panopto.com/Panopto/Pages/Viewer.aspx?pid=14a9aaf9-814f-4a4c-830e-a9ce013e8887>

SONA Systems maintains a strict policy protecting your privacy and confidentiality. This policy is available for review in the psychology office.

Option 1: Participation in Psychology Studies

Objective

By participating in psychology research studies, you will experience directly some of the procedures used in psychological research while also making a valuable contribution to the generation of knowledge within the discipline. All studies have been reviewed and approved by the university's Institutional Review Board (IRB). The IRB is an administrative body established to protect the rights and welfare of human research participants.

Step 1: Find a study and sign up

When you log in using your new SONA Systems account, you will see a list of studies. If there are available timeslots there will be a link on the right that will take you to a sign-up page. Before you sign up to participate in a study, review any listed restrictions (for example, "left-handed people only"). If you do not meet the posted eligibility requirements, you will not receive credit for the study.

Step 2: Participate in the study

Some studies on SONA Systems may be completed online, while other studies will require you to participate in person at a physical location (usually the Psychology Laboratories in Au Sable Hall). ***No more than 2 credits from online studies may count toward your 4 required enrichment credits.*** If the study requires you to attend a session at a particular location, please arrive before the scheduled time, as studies start punctually. If you sign up for a study session but cannot attend, please cancel your session on-line.

At the beginning of a study session, you will first be given a description of what you will have to do, and you will be asked for your consent before the study begins. If you then choose not to participate, you may leave without penalty. You can check to see that you have received credit by selecting [My Schedule/Credits](#), where credits are typically posted within 24 hours after you participate in a study.

Under 18?

Special rules apply to students who are under 18. A general non-study specific Parent/Guardian Permission form must be completed and placed on file in the Psychology office before you are able to participate in any of the studies. In most instances, having the general non-study specific document on file will allow you to participate in studies. However, it is important to read carefully the eligibility requirements for a study. If you need a study specific Parent/Guardian consent form signed in order to participate, it will say so in the eligibility section of the study description. If you are under the age of 18 when you create your SONA Systems account, you will receive an informative email from Casimir Tokarski, the Psychology Department Laboratory Director detailing the steps you will need to take in order to document parental consent. Once your parental consent form is on file, you will see a list of studies for which you are eligible.

Participation opportunity during the first 3 weeks of the semester: Prescreening Survey

An on-line prescreening questionnaire is available for the first three weeks of the semester when you log in to SONA Systems. **This is only available to students who are 18 years of age or older.** It is not necessary to do this survey, but by completing it, you may receive invitations to additional studies later in the semester based on your responses. Thus, completing the pre-screening survey may increase the number of studies you will be eligible to choose throughout the semester. Completing the survey counts as one-half credit toward Enrichment Activities. The survey will appear the first time that you log into the *Study Scheduling System*, and you can access it from your [My Profile](#) page. If you opt to complete the survey, plan to complete it in a single, half-hour sitting. The last date to participate in the prescreening survey is **September 15, 2019.**

Option 2 Research Techniques Activities

Objective

By completing research techniques activities, you will carry out some of the procedures researchers use in their psychological research. For example, you may be asked to watch an exchange between two people and carry out behavioral coding of their interaction. In doing these activities you will gain an understanding of the strengths and limits of various research methods used in psychological science. Research Techniques Activities are listed in SONA Systems along with the research studies. There are no age restrictions on these activities. You may complete each activity only once.

Need Help?

If you have questions regarding any aspect of Enrichment Activities 1 & 2, please contact Casimir Tokarski, who can be reached in the Psychology Department Office (2224 Au Sable Hall, 616.331.3262) or by sending an email to psychlab@gvsu.edu.

Option 1 Deadline

The last day to complete Enrichment Activities Types 1 and 2 is **December 3, 2019**.

Option 3: Papers on Psychological Studies in Scholarly Journals

Objective

This option will broaden your understanding of psychological research and how it is conducted. You will select a research article published in a peer-reviewed psychology journal and then write a brief report on the article. To complete the summary, follow these steps:

Step 1: Find a Journal

Scholarly journals are available electronically through the GVSU Library website. Be sure to access the journals *only* through the GVSU Library, not through other websites or other sources.

You can watch a video showing how to search for and access journals by going to <http://libguides.gvsu.edu/psych>. Search for one of the following journals:

Behavioral Neuroscience
Developmental Psychology
Discourse Processes
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

Be sure the title of the journal matches *exactly* one on this list. Only articles from the above journals qualify for this assignment. There are other journals with very similar names to those on the list above that do not qualify for this assignment.

Step 2: Select an article

Once you have chosen a journal, you must find an article in the journal. Choose an article that meets the following criteria:

- It must be published in 2018 or 2019
- It must report an empirical study (i.e. one that is based on the collection of data).
The article should have sections labeled “Methods and “Results.”

Most articles in the journals listed above will qualify. However, some articles do not qualify for this assignment, so you must check them to be sure they have methods and results.

Download the .pdf file of the article to read it in full.

Step 3: Read the article

Read the abstract, introduction, and conclusions of the article and skim the remainder of it to understand the gist. You are not expected to understand the details of the article; your task is to understand the article's general thrust, content, and conclusions.

Step 4: Write the paper

- First, put the following information in the top left-hand corner of the first page:

Your name

Your student number (G-number)

Your professor's name and the date

- Second, immediately below this, provide a full reference to the article, with the information in the following order: Names of all authors (last name, comma, initials), the year of publication (in parentheses), the exact title of the article, the

full name of the journal, the volume number, and the page numbers. Here is a sample of a reference with the information in the proper order:

Lastname, F. and Othername, S.B. (2013) Full title of the article here. *Name of the journal in italics here*, volume number, page range.

If the article you select has not yet appeared in print, instead of page and volume numbers, include the words "Advanced online publication. doi:" and then give the *doi* number. The *doi* number is typically found in the upper right hand corner of the first page of the full-text paper. This reference information must be complete and accurate for you to receive credit for the paper.

- Third, make three headings, copying the exact words of the three questions below:

1. *What question or questions does the article address?*
2. *Why are the question(s) that the article addresses important ones to consider?*
3. *What answers does the article provide?*

Your article summary will consist of answers to these three questions. Under each heading, write a well-organized paragraph of 100 to 300 hundred words to address the question. Do this for each one of the three questions. No separate introduction or conclusion is required; simply answer the three questions.

The Paper Must Be Your Own Work and Written in Your Own Words. Do not just copy or paraphrase the abstract or the paper. Grand Valley State University's policy on plagiarism (described in the catalog and in the Student Code) states "[a]ny ideas or material taken from another source... must be fully acknowledged." This means that your paper must be written strictly in your own words, and it must acknowledge any ideas that you take from another source. Try to avoid quoting from the article, but if you must quote to make a point, take care that the phrases quoted are in quotation marks. All quoted phrases must be in quotation marks, even if the phrases are only two or three words long. Words or ideas borrowed from a source other than the target article should be acknowledged and completely referenced. If you submit a paper that violates this policy, you may receive a failing grade for the course.

Step 5: Copy of the first page of journal article

Print the first page of the article that you read and staple it to the back of your summary. Make sure that the printout includes the exact name of the journal, the title of the paper, the volume number, the page numbers, and the abstract and first

paragraph of the article. If you print from a pdf file, all of the required information will usually be on the first page of the article. If you download the “full text” version of the article from a library database, you may have to print several pages to make sure all the required information is present. If you select an article that has not yet been published in print version, volume and page numbers will typically not be available. In such cases, make sure the photocopy or printout you submit includes the *doi* number of the article, which is usually in the upper right hand corner of the first page of the full-text article.

Step 6: Double-check your paper

Before you turn it in, use this checklist to make sure you have met all the requirements:

- Did you choose an article from a journal exactly matching one on the list above?
- Is the article from 2018 or 2019?
- Does the article report original findings, with methods and results?
- Does your paper answer the 3 questions in 3 paragraphs of 100-300 words each?
- Did you include your name, g-number, professor, and date at the top?
- Did you include a reference?
- Did you include a copy of the first page of the article?

The papers will be graded on a Credit/No Credit basis. No partial credit will be given. Most papers that receive a failing grade are ones where the writer fails to follow the instructions. Double-check your paper before you submit it, to make sure it conforms *exactly* to all the rules described above.

Submitting Papers for Grading & Deadline

Option 3 papers can be turned in anytime during the semester. The last date to submit papers is **December 3, 2019**.

GRADING:

Your final grade for the course will be a combination of the scores on each of the exams (190 points total), quizzes (50 points total), essays (60 points total), Enrichment Activities (20 points), and General Education Assessment Activity (10 points). All grades will be represented as percentages. Letter grades will be assigned based on the following scale:

93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+

73 - 76%	C
70 - 72%	C-
67 - 69%	D+
60 - 66%	D
0 - 59%	F

This scale may be adjusted to make grades higher at the discretion of the instructor, but it will not be adjusted to make grades lower.

Schedule of Topics

Week of	Topic	Chapter
8/26 - 8/30	Psychology and Scientific Thinking	1
9/2 - 9/6	Research Methods	2
	No class 9/2 (Labor Day)	
9/9 - 9/13	Research Methods / Sensation and Perception	2 / 4
9/16 - 9/20	Sensation and Perception	4
	Exam 1 - 9/20	
9/23 - 9/27	Learning	6
	Essay #1 due 9/27	
9/30 - 10/4	Memory	7
	No class meeting Monday, 9/30	
10/7 - 10/11	Thinking, Reasoning, and Language	8
10/14 - 10/18	Thinking, Reasoning, and Language	8
	Exam 2 - 10/18	
10/21 - 10/25	Intelligence and IQ Testing	9
10/25	No class Monday, 10/21 (fall break) 5:00 PM. - Drop deadline with grade "W"	
10/28 - 11/1	Human Development	10
11/4 - 11/8	Emotion and Motivation	11
	Essay #2 due 11/4	
11/11 - 11/15	Social Psychology (begins after exam 3)	13
	Exam 3 - 11/11	
11/18 - 11/22	Social Psychology / Personality	13/14
11/25 - 11/29	Personality	14
	No class 11/27 & 11/29 (Thanksgiving)	
12/2 - 12/6	Psychological Disorders	15
	Tues. 12/3 - last day to participate in research for enrichment credits or hand in enrichment papers. General Education Assessment Activity on	

	Blackboard (TBD but probably any time this week)	
Final 12/9	Final exam Monday 12/9 from 10:00 to 11:50 am	