# GRAND VALLEY STATE UNIVERSITY
## GENERAL EDUCATION PROGRAM

*The General Education Program prepares students for informed citizenship, leading to responsible participation in local, national, and global communities.*

## PSY 101 Introductory Psychology

### Foundations - Social and Behavioral Sciences

**Knowledge Student Learning Outcomes**
1. Explain how knowledge in the social and behavioral sciences is created and applied.
2. Explain major approaches, methods, theories, and substantive findings of the field.
3. Evaluate and apply concepts and theories from the social and behavioral sciences to real-life examples.

**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.

# Grand Valley State University
## Syllabus
## PSY 101-17, PSY 101-13, and PSY 101-12: Introductory Psychology, Fall Semester, 2020

## Instructor Information
Name:              Benjamin Swets, Ph.D., Associate Professor
Office hours:      By appointment via Blackboard Collaborate Ultra (an online meeting platform), MWF 9-3
Email:             swetsb@gvsu.edu. Reaching me by email is generally easier than reaching me by phone.

## Class Time and Place
Section 17: TTh     10:00 – 11:15 am        Kirkhof Center 2204 (or on Blackboard Collaborate)
Section 13: TTh     1:00 pm – 2:15 pm       Manitou Hall 123 (or on Blackboard Collaborate)
Section 12: TTh     2:30 – 3:45 pm          Mary Idema Pew Library 030 (or on Blackboard Collaborate)

*Note*: This course has a "staggered hybrid" format, and different students either come to class physically or attend virtually depending on what day it is:

> *Group A comes to their physical classroom on Tuesdays and attends virtually on Thursdays.*
> *Group B comes to their physical classroom on Thursdays and attends virtually on Tuesdays.*

An email was sent to all students that assigned them into Group A or Group B.

Students may attend virtually instead of in person any day for any reason, and you do not need to notify me when you decide to do so. However, to ensure social distancing, you may only attend in person on the days that your Group has been assigned.

After Thanksgiving (and perhaps before), all class activities will move online. When this course functions as an online class, it will be comprised of a mixture of synchronous (all together at the same time) meetings and asynchronous (do them when you can) activities.

## 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 demonstrate an understanding of the scientific process in 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 identify major psychological theories and use psychological terminology correctly.
- To critically evaluate the findings of psychological research. Be prepared to think skeptically in this class.
- To recognize examples of how psychological concepts are applied to daily life.

## Required Text

Textbook: Pomerantz, A. M. (2020). *My Psychology* (2nd edition) with LaunchPad access. You will complete required assignments in the Launchpad software, and the online textbook is included with this package. You can buy the LaunchPad access code from the bookstore, or directly through a link in Blackboard. *Make sure to register for Launchpad through Blackboard—if you register through Launchpad, your grades will not be counted.* There is more information about Launchpad Registration under a module with that title in Blackboard, and the video at the following link gives you more instructions about Launchpad registration as well: https://youtu.be/5tw6OXPP_EY.

## Course Webpage

The instructor will maintain a course webpage using GVSU's Blackboard system. The webpage will contain all pertinent course information, grades, lecture slides, announcements, etc. It is students' responsibility to find and use materials posted in Blackboard.

## Course Requirements

*Quizzes/In-Class/Online Assignments (50 points total)*: Throughout the semester, short quizzes or assignments based on the assigned reading and lecture content will be given during lecture or online. The dates of these quizzes and assignments will be determined randomly. *No make-up quizzes/assignments will be administered,* but students may miss 1 quiz/in-class/online assignment without penalty.

*Reading Assignments (70 points total):* To help encourage students to read the textbook carefully before class and foster learning, they will complete reading assignments before class. The reading assignments can be found in Blackboard under Assignments, and will be completed through the Launchpad access that is described above and more carefully in Blackboard. Students can miss 2 of these reading assignments without penalty. These reading assignments completed through Launchpad are a mixture of quizzes and other assessments that allow students to practice and apply course concepts.

*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.

*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 final pages of this document).

*Exams (150 points total)*: There will be three non-cumulative exams, each worth 50 points. Exams will each be administered on Blackboard using Respondus Lockdown Browser and Monitor. The software allows for fair, secure tests by preventing students from accessing other programs and ensuring that student knowledge is being validly measured. It's best to think of this software as a way to simulate the experience of students taking a proctored exam in a regular classroom, but from the location of the student's choice. Exam dates appear on the Course Schedule, below. Exams will consist of multiple choice questions that engage your understanding of course concepts. Questions may cover any information provided by the lecture, textbook, lecture videos, and supplementary resources such as videos. Exams are not cumulative.

## Grading

The Quizzes, Enrichment Activities, Midterm Exams, and Final Exam will collectively be worth 320 points. Based on your cumulative point score the following grades will be assigned:

| Percentage | Grade | | |
|---|---|---|---|
| 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.

## Using LockDown Browser and a Webcam for Online Exams

The purpose of exams is to gauge whether students have successfully learned course content and skills. To support that success, exams must be administered fairly. I find that students want exactly that—they want to know that when they have studied hard for an exam, they are being fairly recognized for that work and knowledge. The suspicion that others might be "gaming the system" can be dispiriting. This is especially relevant for online exams, where there is no in-class proctor or instructor present to ensure fair testing circumstances for all concerned. To help alleviate these problems, this course requires the use of LockDown Browser and a webcam for online exams. The software simulates conditions of taking an in-person exam—it prevents students from looking at notes and course materials, and from communicating questions and answers with each other.

Although further information about this software will be provided after the course has begun, it is important to be aware up front that this is how exams will be administered, and that there are certain hardware requirements to take exams this way. The required webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this short video to get a basic understanding of LockDown Browser and the webcam feature. A student Quick Start Guide is also available.

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Ensure you're in a location where you won't be interrupted
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Clear your desk of all external materials not permitted — books, papers, other devices
- Before starting the text, know how much time is available for it, and that you've allotted sufficient time to complete it
- Remain at your computer for the duration of the test
- If the computer or networking environment is different than what was used previously with the **Webcam Check** and **System & Network Check** in LockDown Browser, run the checks again prior to starting the test
- To produce a good webcam video, do the following:
    - Avoid wearing baseball caps or hats with brims
    - Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed or other surface where the device (or you) are likely to move
    - If using a built-in webcam, avoid tilting the screen after the webcam setup is complete
    - Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

## Netiquette
This course will involve some opportunities to interact with your peers via Blackboard (e.g., the Discussion Board and Blackboard Collaborate). Although many of us have experience with e-mail, online discussion is different because we're communicating "one to many" rather than "one to one." Therefore, it's important that we maintain a sense of freedom to express our thoughts while at the same time providing a safe atmosphere for that expression. Please keep this mind as you are communicating with others.

All participants should maintain a professional attitude and manner of discussion. While spirited debate is encouraged, unprofessional behavior is not tolerated. Words often come across "more directly and harshly" in this written form of communication, since there are no facial gestures, expression or tone of voice to help convey your message fully. Your contributions should not be overly negative or personal in nature.

## 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 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.

## Mask Policy

Masks will be required for all in-person class sessions (https://www.gvsu.edu/lakerstogether/face-covering-policy-27.htm). Please wear masks in a way that covers both your mouth and nose.

## In-Person Attendance Policy

No one is ever required to attend this class in person. If you feel sick, are exposed to someone with COVID-19, or would like to stay home and attend class remotely for any reason, that is absolutely fine. Students will always be welcome to join the live-stream instead. You will always be able to complete requirements and learn course content without physically coming to class.

If you plan to attend class in person on one of your group's assigned days, you must complete the university's self-assessment of Covid-19 symptoms and history before you come to campus or class. (https://www.gvsu.edu/hro/selfassessment-login.htm). In fact, the university would like us all to complete it every day, even on weekends, regardless of whether we plan to be on campus or not. The more we know about where this virus is, the better we will be able to contain it.

## Technology Requirements

To participate in this staggered hybrid course, you will need the following:
- Reliable high-speed internet access when you are "at home"
- Computer with sound card and speakers/headphones (in order to watch videos and live stream of class); operating system that meets current Blackboard browser requirements. I am hoping all students can bring a laptop or tablet with internet access to face-to-face class sessions to facilitate activities. Please let me know ASAP if this will be problematic.
- Video camera & microphone (built into computer or external) for computer (to be able to participate in live-stream class from home)
- Chrome browser for Launchpad and Respondus Lockdown Browser software

If you do not have access to the technology you need for this course (or your other courses), please contact the financial aid office ASAP as there are some university resources available to assist you.

## Tentative Course Schedule

**Learning Modules:** The learning modules in Blackboard are a foundational part of this course. Modules are where you will find instructions for each segment of the course including reading assignments, videos, practice activities, and assignments. Modules will open up every two or three weeks and various assignments will be due during those windows.

| | DATE | TOPIC(S) | READING |
|---|---|---|---|
| Module 1: History of Psychology and Research | Sep 1 | Syllabus, Introduction | |
| | Sep 3 | History and Overview of Psychology | Chapter 1 (1st half) |
| | | | |
| | Sep 8 | Research Methods I | |
| | Sep 10 | Research Methods II | Chapter 1 (2nd half) |
| | | | |
| Module 2: Biological Psychology and Behaviorism | Sep 15 | Evolutionary Theory in Psychology | See Blackboard |
| | Sep 17 | The Brain in Psychology | Chapter 2 |
| | | | |
| | Sep 22 | Learning and Behaviorism | Chapter 6 |
| | Sep 24 | Learning and Behaviorism II, Review | |
| | | | |
| | Sep 29 | **EXAM 1 (ONLINE)** | |
| Module 3: Cognitive Psychology | Sep 31 | Sensation | Chapter 3 |
| | | | |
| | Oct 6 | Perception | |
| | Oct 8 | Memory I | Chapter 5 |
| | | | |
| | Oct 13 | Memory II | |
| | Oct 15 | Memory III | |
| | | | |
| Module 4: Development, Emotion, and Stress | Oct 20 | Development I | Chapter 9 |
| | Oct 22 | Development II | |
| | | | |
| | Oct 27 | Emotions, Stress and Health I | Chapter 8 |
| | Oct 29 | Emotions, Stress and Health II | Chapter 11 |
| | | | |
| | Nov 3 | Emotions, Stress and Health III, Review | |
| | Nov 5 | **EXAM II (ONLINE)** | |
| | | | |
| Module 5: Psychological Disorders and Treatment | Nov 10 | Psychological Disorders I | Chapter 14 |
| | Nov 12 | Psychological Disorders II | |
| | | | |
| | Nov 17 | Treatment of Psychological Disorders | Chapter 15 |
| Module 6: Social Psychology | Nov 19 | Social Cognition I | Chapter 13 (1st half) |
| | | | |
| | Nov 24 | Social Cognition II | Chapter 13 (2nd half) |
| | Nov 26 | NO CLASS: THANKSGIVING BREAK | |
| | | | |
| | Dec 3 | Social Processes I (ONLINE) | Chapter 13 (2nd half) |
| | Dec 5 | Social Processes II (ONLINE) | |
| | | | |
| | Dec 10 | Social Processes III (ONLINE) | |
| | Dec 12 | Review Session (ONLINE) | |
| | | | |

**EXAM III will take place online during Final Exam Week.**

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

## Caveat

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

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

## 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 STU 4.0 of GVSU's Student Code contains very specific information about maintaining academic integrity. It states:** "The principles of academic honesty and integrity are fundamental to a community of scholars. The University expects that students will not engage in acts of academic dishonesty in curricular and non-curricular academic activities. Engaging in academic dishonesty compromises the integrity of university grades, and scholarship and research.

Academic dishonesty is defined as actions or behaviors that misrepresent one's contributions to or the results of any scholarly product submitted for credit, evaluation, or dissemination.  This definition includes, but is not limited to, fabrication, falsification, cheating, and plagiarism.  Terms are defined as the following:

- Cheating is defined as attempting to use materials, information, or study aids in any academic exercise that have not been allowed by the instructor.
- Plagiarism is defined as offering the work of someone else as one's own. 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. Academic dishonesty compromises the integrity of grades, meaning that all academic work should be done by the student to whom it is assigned without unauthorized aid.

**Students will comply with the following rules, when engaging in coursework:**
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.

### PROCEDURES

When the instructor feels that action beyond a failing course grade is warranted, the instructor will report the incident at www.gvsu.edu/conduct and request additional action via the University Conduct Process. When the alleged violation is related to the Academic Honesty - Integrity of Scholarships and Grades, the Hearing Body shall be composed of faculty members.

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, they will notify the student and discuss the incident. After discussing the instance with the student, the instructor will make a decision. Depending on the instructor's judgment of the particular case, they 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 addresses a violation of Academic Honesty with a failing grade on an assignment or in a course, they must report the incident at www.gvsu.edu/conduct. Other incidents may be reported for tracking purposes. Reporting the incident will notify the Department Chair, the Dean of Students, and the Dean(s) of the Instructional Colleges. Reporting the incident does not automatically initiate additional action, but keeps record of the incident. Students may utilize the Academic Grievance Process to appeal a faculty initiated decision."

```
**************************************************
```
**Enrichment Activities:**
**Learning about Psychological Research**
```
***********************************************
```

In the Enrichment Activities portion of the course, students will become acquainted with the nature and variety of research in psychology.  Two 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.

Students must earn *four* enrichment activity credits for this requirement. Enrichment activities are worth a varying number of credits depending upon how much time it takes to complete the study/research technique activity.

**Enrichment activities use an account in the SONA Systems Scheduling System Software.**  You will receive an email at the beginning of the semester containing your User ID and an initial password. Once you have your account, you can log in at any time and sign up to participate in any available studies/activities for which you qualify. If you do not receive an account email by the end of the first day of classes, please contact Casimir Tokarski at psychlab@gvsu.edu or by phone at 616.331.3262.

To access SONA Systems, along with downloadable registration instructions, follow this link: https://www.gvsu.edu/psychology/be-a-participant-in-research-296.htm. A video tutorial is available at the following link that will walk you through the study sign-up process: https://gvsu.hosted.panopto.com/Panopto/Pages/Viewer.aspx?pid=14a9aaf9-814f-4a4c-830e-a9ce013e8887&id=c84e8a38-1238-4486-b590-a9cb01307e70&advance=true

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). 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. Online studies must be completed by the study deadline to get credit.

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 Assistant 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 18, 2020.**

**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 the Enrichment Activities, 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.

**Enrichment Activity Deadline**
The last day to complete both Enrichment Activities types is **Tuesday December 8, 2020.**