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.
INTRODUCTORY PSYCHOLOGY - PSY 101, Section 12
Mondays, Wednesdays & Friday 12:00 – 12:50, 176 LMH
Grand Valley State University
Department of Psychology
Winter 2015

Instructor: Zachary Beckstead, Ph.D.
Office: 2127 AuSable Hall
Office Hours: MW 3:00 – 4:00; or email for appointment
E-Mail Address: beckstez@gvsu.edu

Office #: 616.331.8514

Desk Copy Provided @ Library

*This syllabus is subject to change. Changes (if any) will be announced in class. Students are responsible for keeping informed of any such notices.

Overview: I strongly believe that students learn better when they are active and engaged. Therefore, I have designed this course based on a mixed-methods format. This means that I will use in-class activities, demonstrations, video clips, and photos of my adorable children to supplement lecture and the readings. There will be lecture, but it is important that you come to class prepared to participate in class discussions and activities. It is strongly recommended that students read the assigned readings PRIOR to attending the corresponding lecture, and attend all class sessions. We will be using Blackboard extensively for quizzes, assignments, and communicating important updates, changes and other information.

Course Description: Humans have always been curious why they behave, think and feel as they do. This course provides an overview of the psychology of the individual and also examines group behavior. Major components include: schools of psychology from a historical and scientific perspective, methods of research, biological and cultural influences on behavior, sensation and perception, learning and cognition, motivation and emotion, development and personality, as well as coping and mental health, abnormal behavior and psychopathology, and social psychology.

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.
- Examine and expand on contemporary thought in psychology through comparison and analysis of alternative ideas in psychology
- Develop a curiosity and appreciation of the diversity in human behavior

Major Points:
- There is a lot of information in Introductory Psychology – we will not cover everything in lectures, so……
- Read the assigned chapter before class (and read the chapter carefully).
- Do not cram before the exams – study throughout the semester.
- Come to class and participate by actively listening and sharing your comments, thoughts, and experiences.
- No texting, playing games, browsing, writing papers for other classes.
- Contact me early on if, for any reason, you are having problems with the course.

**Grade Evaluation**

<table>
<thead>
<tr>
<th>Student Assessment:</th>
<th>Points Possible:</th>
<th>Grade:</th>
<th>Percentage:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>50</td>
<td>A</td>
<td>93% and above</td>
</tr>
<tr>
<td>Midterm Exams</td>
<td>200</td>
<td>A-</td>
<td>90% - 92%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>B+</td>
<td>87% - 89%</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>~30</td>
<td>B</td>
<td>83% - 86%</td>
</tr>
<tr>
<td>Enrichment Activities (5 activities each worth 10 points)</td>
<td>50</td>
<td>B-</td>
<td>80% - 82%</td>
</tr>
<tr>
<td>General Education Assessment</td>
<td>10</td>
<td>C</td>
<td>77% - 79%</td>
</tr>
<tr>
<td>Optional Assignments (30)</td>
<td></td>
<td>C-</td>
<td>73% - 76%</td>
</tr>
<tr>
<td><strong>Total Points Earned</strong></td>
<td><strong>~440 (470)</strong></td>
<td><strong>D+</strong></td>
<td>67% - 69%</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>D</strong></td>
<td>63% - 66%</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>F</strong></td>
<td>62% or lower</td>
</tr>
</tbody>
</table>

**Course Requirements**

**Quizzes:** There will be around 10 quizzes during the semester. Each quiz will contain ten questions, each worth .5 points (5 pts total). Dates for these quizzes are indicated on the class schedule (last page of the syllabus). The quizzes will be available on Blackboard for up to five days and can be taken twice, the highest score being recorded. There will be no make-up quizzes. Quizzes are “open-book” and you will have 20 minutes to complete the quiz.

The quizzes are designed to help you review the material from the textbook and lecture. While you can certainly look these answers up online, it will be most helpful if you use the quizzes as an opportunity to learn and not just “earn points.”

**In-Class Participation:** We will occasionally have activities and assignments that will be completed in class. The activities and assignments may vary from reactions to something we read or watch to reports of group discussion about class topics. The purpose of these exercises is to facilitate learning and discussion of class topics. **Credit for these exercises cannot be made up (please do not ask). If you are not present for any reason other than a university sponsored event, you will not be able to earn credit for the missed exercise. Life happens, and I will drop 1 participation grade at the end of the semester.**

**Midterm Exams:** There will be two midterm exams worth 100 points each and will consist primarily of multiple choice questions. Questions may cover any information provided by the lecture, textbook, and class-room activities including videos. Midterms are not cumulative.

**Final Exam:** The final exam is not cumulative and will be similar to the midterm exams in structure.

**Exam Policies:** Students are required to bring their own No. 2 pencils on exam days. Students are responsible for knowing material from the text and any content discussed in class (including content from videos). If an exam is missed due to illness, a doctor’s note must be provided within 24 hours of the scheduled exam time. If an exam is missed for a reason other than illness, students must contact me at least 48 hours in advance of the scheduled exam time. A valid excuse must be provided and students should wait for my approval before assuming an excuse is acceptable. Missed exams or failure to meet these policies will result in a zero on the exam.

**Optional Assignments:** Students will have the option of completing three assignments (see Blackboard for a list of assignments and deadlines). These assignments are completely optional and if not completed will not harm or count toward your final grade. They are designed to provide students with the opportunity to apply principles that have been covered in class. For each assignment, students will write a brief paper in to an activity or task (one double-spaced, typed page). More information about these assignments will be provided later in the semester and on Blackboard.
General Education Assessment: During the last week of the course you are required to complete a brief assignment that is designed to assess if this course is fulfilling its objectives (see above). This is not the course/teacher evaluation. Points will be given solely based on participation.

Enrichment Activities: Students will complete five of these activities over the course of the semester. At least one of these activities must come from Option 2. See below for more details.

Policies

Electronic devices: Use of computers in class is permitted only for taking notes. Cell phones need to be kept in your pocket, back-pack or purse. Unless authorized by me, phone and internet activity is not permitted since it is distracting to other students and is disrespectful. Unless authorized by me, any audio/visual recordings during class are not permitted.

[Texting, using your computer or cell phone to browse the web and play games is very obvious to the instructor. Very obvious. Really, really obvious.]

Attendance: I will not take attendance and I know that “life happens”; however it is a really good idea to come to class regularly. We will occasionally have in class activities or demonstrations that will count for credit. You have to be present to get the credit for these activities. Also, I will lecture on material not covered in your textbook, your friends might take bad notes (or no notes), we will also watch films, brief clips, and have class discussions that expand class topics. You can expect tests to cover your textbook, lecture, and anything else that we do in class. I also enjoy seeing your smiling faces.

Important: If attendance drops, if students use their laptops inappropriately or if students use their cell phones to text or play games, I will take this as a sign that students want to be challenged more and I will increase the difficulty of the exams. Additionally, students who engage in these activities may notice a drop in grade.

Lecture Outlines: I will provide PowerPoint outlines of the lectures, usually prior to class. These provide a “skeleton” framework and are intended to allow you to focus on lecture, participate, and take additional notes that are not on the PowerPoint. Since I am constantly adding, deleting slides or text from these PowerPoint slides, you might find that it is quite helpful to show up to class and not rely too heavily on the PowerPoint.

Classroom Behavior and Etiquette Policy: Both instructors and students have the responsibility to ensure that the classroom provides and optimal environment for learning. Behavior that violates this responsibility includes (but is not limited to):

- Show up on time
- Texting, playing games, and taking selfies during class.
- Using a laptop computer for any other purposes besides taking notes for this class.
- Sleeping during this class (unless you sleep with your eyes open)
- Reading material unrelated to this course during class sessions.
- Talking to other students except when invited to do so by the instructor as part of a class discussion or exercise.

I want you to feel comfortable to voice your questions, concerns and experiences! Everyone should feel welcome and respected in our class. Please keep your comments, opinions, and questions respectful and be sensitive to issues of race (i.e., no racist comments), sexual orientation (i.e., no homophobic comments), gender (i.e., no sexist comments) and religion (i.e., no derisive comments about believers or non-believers).
**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 me 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 makeup 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.

**Academic Integrity:** Students are expected to work within GVSU’s Code of Student Conduct. Please see http://www.gvsu.edu/studentcode/ for more information and familiarize yourself with these policies regarding dishonorable conduct. **No matter how mild or severe the cheating, it is entirely unacceptable, and I will enforce the current policies to the fullest extent.**

### Tentative Schedule of Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic and Assignments</th>
<th>Chapter (to be read before class)</th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/5</td>
<td>Syllabus</td>
<td>Prologue</td>
<td></td>
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<tr>
<td></td>
<td>1/7</td>
<td>Prologue: The Story of Psychology</td>
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<tr>
<td></td>
<td>1/9</td>
<td>Thinking Critically: The Scientific Method Pt. 1</td>
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<tr>
<td></td>
<td>2</td>
<td>Brain and Mind</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>1/12 – 1/14</td>
<td>Thinking Critically: The Scientific Method Pt. 2</td>
<td>1</td>
<td>Quiz #1 (Scientific Method)</td>
</tr>
<tr>
<td></td>
<td>1/16</td>
<td>Brain and Mind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1/19</td>
<td><strong>Martin Luther King Jr. Day – No Classes</strong></td>
<td>2</td>
<td>Quiz #2</td>
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<tr>
<td></td>
<td>1/21 – 1/23</td>
<td>Brain and Mind Cont’d</td>
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<tr>
<td></td>
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<td>*Enrichment Activity pre-screening end date: January 20</td>
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<tr>
<td>4</td>
<td>1/26 – 1/30</td>
<td>Consciousness</td>
<td>3</td>
<td>Quiz #3</td>
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<tr>
<td>5</td>
<td>2/2 – 2/6</td>
<td>Nature and Nurture</td>
<td>4</td>
<td>Quiz #4</td>
</tr>
<tr>
<td>6</td>
<td>2/9</td>
<td>Midterm Exam #1</td>
<td>5</td>
<td>Quiz #5</td>
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<td></td>
<td>2/11-13</td>
<td>Development</td>
<td></td>
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<td>7</td>
<td>2/16 – 2/20</td>
<td>Development Cont’d</td>
<td>7</td>
<td>Quiz #6</td>
</tr>
<tr>
<td>8</td>
<td>2/23 – 2/27</td>
<td>Learning</td>
<td>8</td>
<td>Quiz #7</td>
</tr>
<tr>
<td>9</td>
<td>3/2 – 3/6</td>
<td><strong>Spring Break – No Classes</strong></td>
<td></td>
<td>No Quiz</td>
</tr>
<tr>
<td>10</td>
<td>3/9 – 3/13</td>
<td>Memory</td>
<td></td>
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<tr>
<td>11</td>
<td>3/16</td>
<td>Midterm Exam #2</td>
<td>13</td>
<td>Quiz #8 (covering 1st half of chapter)</td>
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<tr>
<td></td>
<td>3/18 – 3/20</td>
<td>Personality</td>
<td></td>
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<tr>
<td>12</td>
<td>3/23 – 3/27</td>
<td>Social Psychology</td>
<td>14</td>
<td>Quiz #9 (covering</td>
</tr>
<tr>
<td>13</td>
<td>3/30 – 4/3</td>
<td>Social Psychology Cont’d</td>
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</tbody>
</table>
**Chapters 6 and 9-12 are not required reading due to time constraints, but don’t let that stop you from reading them if you are interested!**

**Important GVSU Resources**

**Disability Support Resources:** If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources at 331-2490. Furthermore, if you have a physical 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.

**University Counseling Center:** The University Counseling Center (UCC) provides personal, career, and group counseling to GVSU students free of charge. Furthermore, the UCC offers many self-help resources to students, including personal development assistance in dealing with issues of depression, loneliness, and how to manage stress, as well as study skill assistance such as test taking strategies, tips on how to successfully speak in front of a classroom, as well as guidance in writing research papers. For more information please visit: http://www.gvsu.edu/counsel/. The UCC is located at 204 Student Services, Phone: 331-3266, Email: gvcounsl@gvsu.edu

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**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 5 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, January 20.

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, April 14.

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
- British Journal of Educational Psychology
- Canadian Journal of Psychology
- Developmental Psychology
- European Journal of Social 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 Family Psychology
- Journal of Mental Retardation
- Journal of Personality and Social Psychology
- Journal of Social Issues
- Mental Retardation
- Neuropsychology
- Personality and Social Psychology Bulletin
- Psychological Assessment
- Psychological Science
- Psychology and Aging
- Psychology of Women Quarterly
- Reading Research Quarterly
- Sex Roles, a Journal of Research (a.k.a. Sex Roles)

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](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, with each paper worth one Enrichment Activity credit. 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**
The last day to turn in papers is the **last day of class** (this is not the date of your final, but the class period prior to the final). You must turn in a typed, hard copy before class starts.