

# Introductory Psychology (PSY 101), Fall 2021

## Syllabus and Lab Manual

### Section 14 is Online, Asynchronously

**Instructor:** Jennifer Gross, Ph.D.

#### **How to reach me:**

1. Correspond via email (recommended): [grossj@gvsu.edu](mailto:grossj@gvsu.edu).
2. Chat by phone. Contact me via email. In your message, provide your phone number and suggest a day and time to talk. I will confirm.
3. Leave a voice mail at my GVSU office (not recommended): (616) 331-3511

#### **Course Description:**

Three themes capture our quest into all things psychological. Although Psychology is a broad and diverse field (ranging from the anatomy of the eye, to forms of psychopathology, to psychology's insights on user-friendly design), all of *Psychology embraces the scientific study of human behavior (Theme 1)*. The scientific approach offers the highest standard of evidence, which affords a powerful approach to determine the validity of commonly made assertions (e.g., "Is watching violence on TV really harmless?"). With scientific scrutiny, you can critically evaluate advertising claims, propaganda, and other persuasive appeals. For example, are there really different "learning styles" (the idea that individuals differ in what mode [words vs. pictures vs. speech] of instruction is more effective, so instruction should be tailored accordingly)? Despite common beliefs about "visual learners" and "auditory learners", hot-of-the-press research found that "there is no adequate evidence base to justify incorporating learning styles assessments into general educational practice."<sup>1</sup> What changes could enhance learning? The "read-recite-review strategy" is a scientifically-proven technique for learning from a textbook that is more effective and efficient than hand-written notes<sup>2</sup>. With scientific literacy, you have the tools to distinguish between pseudoscience and real psychological research.

*The study of psychology reveals how even the simplest human behavior is influenced by a myriad of forces (Theme 2)*. This insight about the complexity of human behavior fosters avoidance of simplistic, naïve explanations for actions (like, there are two kinds of people in the world—the weak and the strong; the good and the evil). Nothing about human behavior is this simple. Consider that depression is one of the most common, and debilitating psychiatric conditions. With the popularity of antidepressant medications (e.g., Prozac, Zoloft) and the accompanying TV advertisements sponsored by pharmaceutical companies promising a cure, one might conclude that depression is due to a chemical imbalance in the brain. The implied premise—fix the imbalance, alleviate the condition. Such a premise is simplistic and wanting. For one, this naïve premise fails to recognize the role of negative life events as risk factors for depression.<sup>3</sup> Second, if a cure was so simple, given the widespread use of antidepressant medications, depression should be a thing of the past. By selectively publishing only the efficacious results of antidepressant trials, the medical community and the public have been misled.<sup>4</sup>

*Psychology has a practical impact on everyday life (Theme 3)* by scientifically answering questions like: should I take Ginkgo Biloba to prepare for my next exam; are there elevated risks when driving while talking on the phone; how does the mosquito ringtone evade detection by my professor; do we only use 10% of our brains; and can stress increase my susceptibility to colds? Join me as we scientifically probe the underpinnings of human behavior.

<sup>1</sup> Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9(3), 105-119.

<sup>2</sup> McDaniel, M. A. et al. (2009). The read-recite-review study strategy: Effective and portable. *Psychological Science*, 20(4), 516-522.

<sup>3</sup> Shrout, P. E. et al. (1989). Characterizing life events as risk factors for depression: The role of fateful loss events. *Journal of Abnormal Psychology*, 98(4), 460-467.

<sup>4</sup> Turner, E. H., Matthews, A. M., Linardatos, E., Tell, R. A., & Rosenthal, R. (2008). Selective publication of antidepressant trials and its influence on apparent efficacy. *The New England Journal of Medicine*, 358, 252-260.

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

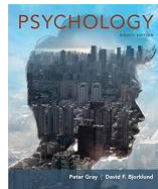
**Objectives:** Upon successful completion of this course, students will be able to:

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.

**Course homepage on Blackboard (mybb.gvsu.edu):**

Class information (e.g., syllabus, announcements, lectures, assignments, and grades) will be available on Blackboard.

**Required eBook/textbook:** Gray, Peter O. & Bjorklund, David F. (2018). *Psychology (Eighth Edition)*. ISBN-10: 1-319-01589-1; ISBN-13: 978-1-319-01589-3



You have options for how to acquire the textbook. Pick the option that is best for you!

1. Default option: Access the eBook via Blackboard (called the GVSU Save program) for \$65 (charged to your student account). If you want to obtain the textbook/eBook on your own, you may opt-out of this option by **Friday, September 10<sup>th</sup>** and your student account will be refunded.
2. If you opt out of the above, rent/buy a used copy of the textbook by looking on Chegg, Amazon, Biblio, et. (e.g., <https://www.amazon.com/Psychology-Peter-Gray/dp/1319015891>). Just be sure to get the **8th edition** using the ISBN number furnished. Prices vary.

**Required reading:** Available electronically via “Course Documents” in Blackboard.

**Course Grade Formula:** Course grades will be based on scores from the following, weighted activities

Exam #1	16%
Exam #2	16%
Exam #3	16%
Noncumulative Final Exam #4	16%
Weekly Laboratory Assignment	30%
Enrichment Activities	6%

**Letter Grades** will be calculated according to the following scale:

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	60-66%
B-	80-82%	F	Below
C+	77-79%		

## **Forms of Evaluation I-III:**

### **I. Exams:**

To formally assess your understanding of course material, there will be four exams. Exams will be administered via Blackboard and will be "open book", so you can refer to your class notes and readings. Questions on the exams will be based on the material covered: 1) in lectures, 2) assigned readings, and 3) the laboratory assignments covered in class. You may pause at any time, and when ready, resume taking the exam. Be careful when taking an exam! Only one question will appear at a time on your screen, and you will be unable to return to previously answered questions. Your score (total number correct) will be automatically furnished upon your completion. A curved grade will be computed after the exam closes. See **Weekly Schedule** for exam dates.

**Make-up exams** will be given for the following circumstances: Official university activities (e.g., participating in sporting events), illnesses, and extenuating circumstances. Please email the professor as soon as possible to explain the situation, and request permission for an alternate exam date.

### **II. Laboratory Assignments:**

The goal of this laboratory assignment is to foster your understanding of the scientific process in Psychology. Outside of class time, you will participate in classic and contemporary experiments in Psychology via the web. Take the time to read the background material for each lab at the host site. For all assigned experiments, you are expected to understand the theoretical underpinnings motivating the investigation; the procedures and methods of investigation, including the independent and dependent variables; the predicted experimental outcome (i.e., hypothesis); the results of the experiment expressed in statistics and graphs; potential limitations of the investigation; and how each experiment is related to material covered in class and the assigned readings. **Please see "Weekly Schedule" for laboratory assignments and due dates.**

#### **Virtual laboratories used in this class:**

1. Online Psychology Lab (<https://opl.apa.org/>) for the majority of assigned labs.
2. <https://faculty.washington.edu/chudler/java/ready.html> for the *Stroop Lab*.
3. <https://implicit.harvard.edu/implicit/> for the *Implicit Association Test*.
4. <http://psych.colorado.edu/~jclab/FPST.html> for the *First-Person Shooter Task*.

#### **Instructions for getting started at the Online Psychology Lab (OPL):**

1. Navigate to the *Online Psychology Lab (OPL)*; <https://opl.apa.org/>.
2. Select *Student Login*
3. Log in with Google.
4. Sort experiments by alphabetical order to ease locating assigned experiment. Select assigned experiment.
5. When prompted, enter **Class ID: 215982**
6. Record (e.g., screen shot; write down) your **proof of completion #** (e.g., 1597848239175; **ExperimentalResultsID**) and any **summary data** that automatically appears at the end of the experiment before advancing to the next screen.
7. When your summary data are not automatically provided, look them up via the *Data* tab. See instructions below.

**Problems with OPL? It happens! Simply state the problem in your lab report.**

**Glitches include:**

- No proof of completion number (*ExperimentalResultsID*) furnished at completion of experiment.
- Data file does not have my *ExperimentalResultsID*, after searching the entire list.

When this happens, state the problem in your lab report (e.g., “*My proof of completion # did not appear at the end of the experiment*”). To minimize the likelihood this hiccup will reoccur, use Google Chrome as the browser and clean your computer’s cache on a regular basis (<https://www.pcmag.com/how-to/how-to-clear-your-cache-on-any-browser>).

**Retrieve your data from the Online Psychology Lab (OPL) (<https://opl.apa.org/>):**

1. Select *My Class Data* if you are logged in (recommended), or *Data* on OPL homepage if you are not logged in.
2. Select *Newer Data*, if prompted.
3. Select name of experiment (e.g., *Monty Hall; Ponzo Illusion*) from list of options
4. **Select Class: Grand Valley State University-F21 PSY 101 Intro. Psychology (215982)**
5. Choose *Get Report*
6. Download data file using Excel format (recommended).
7. Use your *Experimental Results ID* to find your data in the file.

**Sample Data for the Ponzo Lab for one, hypothetical participant:**

08192020 - Ponzo Illusion (2)

APA_OPL_DATA										
<b>ProfileID</b>	ExperimentResultsID	ClassID	Gender	Age	DateTaken	TotalTime	HandPreference	Absent	Present	
10268642	1597848239175	224190	Male	60	8/19/2020	55.979	L	5.47	14.95	

**Laboratory Assignment Format:** Answer the following eight (8) questions, numbering your responses. Write clearly, concisely, and with complete sentences. Choose your words carefully, and check your grammar and spelling. I recommend preparing your responses in Word or other word processing program. Submit your **Lab Reports** to Blackboard via the assignment links by the due date to receive full credit. You may submit lab reports up to two weeks early. No email submissions will be accepted. You are encouraged to keep a copy of the laboratory assignment for your personal records (backup proof of completion; helpful when preparing

1. State the **name of the lab** and the **date of your participation**.
2. Provide your **proof of completion # (ExperimentalResultsID)** furnished at the end of experiment. If not furnished, simply state this situation using a complete sentence.
3. Provide your **summary data**, either furnished automatically at the completion of the experiment or available for download at the host site.
4. Identify and explain the **independent and/or predictor variable(s)**.
5. Identify and explain the **dependent variable(s)**.

6. State the experimental **hypothesis**, and when possible, **determine** if your summary data are consistent with the **predicted outcomes**.
7. **Critique** the experiment. Offer potential, alternative explanations for the phenomenon observed that the researchers may have failed to consider. Consider the role of methodological limitations, variables not taken into consideration, or other weaknesses of the experiment. Be careful not to suggest the same *critique* for every lab.
8. Suggest **future directions**, such as how the experiment might be modified to improve the investigation. Future directions arise out of the research limitations identified for a specific lab and may include building on a finding; addressing a conceptual flaw in the design; or examining the theory in a new context, location, or culture. Be careful not to suggest the same *future direction* for every lab.

**Hint:** The answers to many of these questions can be found at the host. See “**Description**”.

**Sample Lab Report:**




1. The Ponzo Illusion lab was completed on 1/23/21.
2. My ExperimentalResultsID was 1580676026406.
3. My data follows.
  - When the **Background was not present**, I adjusted lower line to an average of 4.04% longer than the top line; judging the top line to be little longer than it actually was.
  - When the **Background was present**, I adjusted lower line to an average of 11.03% longer than the top line; judging the top line to be much longer than it actually was.
4. There were two **independent variables** in the experiment. One independent variable was the length of the lower line, which varied by trial. The second independent variable was whether or not a background was present. The background furnished depth cues.
5. The experiment had one **dependent variable**. The dependent variable was the difference in lengths between the upper and lower lines, measured in pixels. When there was a positive number, the lower line had been drawn longer than the top line. When there was a negative number, the lower line has been drawn shorter than the top line.
6. The **hypothesis** was that participants will make the lower line longer than the upper line when the background was present, because the background will create an illusion that the line is farther away than it actually is. In this way, the two-dimensional image will be perceived as three-dimensional. My data were consistent with the hypothesis, I made the lower line 11.03% longer than the upper line when a background was present, compared to only 4.04% longer when there was no background.
7. One **critique** of the experiment was that the background might just exacerbate a participant’s already poor perception of the lines. Without the background, I still made the lower line 4.04% larger than the upper so it’s possible that the background just made my already poor perception of the line worse. Additionally, the top line was always closer to the horizon than the bottom line. Proximity to the horizon is another depth cue, which could explain the 4.04% error estimating line lengths even when the background was not present. These data are only from my experience though, so it’s possible that with a larger sample size or more rounds in the experiment this might not be an issue.
8. A **future direction** to take the experiment could be placing the lines in front of different patterns. Would the experiment yield similar results if the background was a colorful pattern instead of simple lines? What if the experiment used different geometric backgrounds like

triangles or rectangles? Another direction could be to test people who have one eye or have sight in only one eye. Having one eye impairs depth perception, so it would be interesting to see if participants with one eye did better in this experiment than participants with intact vision in both eyes.

**Laboratory Assignment Grade:**

Deductions are taken for: failing to provide all requested information (or furnish explanation for missing content), failing to provide unique critique or unique future direction for each lab, submitting the assignment late, writing with incomplete sentences/spelling mistakes, or failing to number your responses in the lab report. See grading rubric below.

Rubric Detail

Criteria	Levels of Achievement	
	Great Job	Needs work
Required Content 	<b>0.5 Points</b> Contains all 8 pieces of information, or provides explanation for missing content. Provides unique critique of lab. Provides unique future direction.	<b>0 Points</b> Missing content without explanation by student. Or, fails to provide unique critique of lab or unique future direction.
Due Date 	<b>0.4 Points</b> Submitted on time.	<b>0 Points</b> Late.
Grammar/Spelling/Numbering 	<b>0.1 Points</b> Uses complete sentences and proper spelling. Numbered responses.	<b>0 Points</b> Has incomplete sentences and/or spelling mistakes. Or, failed to number responses.

Your **Final Laboratory Report Grade** will be awarded, according to the following schedule:

15 (of 15) labs by due date	100%
14	93%
13	87%
12	80%
11	73%
10	67%
9	60%
8...	50%....

**III. 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. The different options for 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](mailto: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 Sunday, September 19, 2021.**

## **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](mailto:psychlab@gvsu.edu).

### ***Enrichment Activity Deadline***

The last day to complete both Enrichment Activities types is **Tuesday December 7, 2021.**



**Weekly Schedule:**

**Week 1 Introduction: *What constitutes science?***

**Research Methods: *Experimental tools—Correlations and Experiments***

**Readings** (approx. 35 pages):

Putnam, A. L., Sungkhasettee, V. W., & Roediger, H. L. (2016). Optimizing Learning in College: Tips From Cognitive Psychology. *Perspectives on Psychological Science*, 11(5), 652–660.

Chapter 1, Background to the Study of Psychology (pp. 1-27)\*\*

\*\*Be sure to consult the study guide when reading the textbook!

**Lab (Friday, 9/3)** In preparation for the weekly laboratory assignments, please familiarize yourself with the **Online Psychology Lab (OPL) website** at: <http://opl.apa.org/>

**Week 2 Research Methods: *Does TV violence cause violence among viewers?***

**Classical Conditioning: *The role of timing and contingencies.***

**Labor Day Recess, Sept. 5-6**

**Readings** (approx. 35 pages):

Chapter 2, Methods of Psychology (pp. 29-57)

Back Matter, Statistical Appendix (pp. A1-A9)

**Lab #1 Monty Hall (due Friday, 9/10) via <http://opl.apa.org/>**

\*\*Select “quit” to complete lab after approximately 60 total trials.

**Your Data:**

When you stayed, what percentage of times did you win the grand prize?

When you switched, what percentage of times did you win the grand prize?

**Week 3 Classical Conditioning: *How do we learn to like, or dislike, something?***

***Classical and operant conditioning in daily life***

**Readings** (approx. 43 pages):

Chapter 8, Basic Processes of Learning (pp. 265-309)

**Lab #2 Stroop (due Friday, 9/17) via alternate site:**

**<https://faculty.washington.edu/chudler/java/ready.html>**

**Your Data:**

Your reaction time for Word Set 1 \_\_\_\_\_

Your reaction time for Word Set 2 \_\_\_\_\_

What is the difference between your Word Set 2 time and Word Set 1 time?

(To calculate the difference: Word 2 time - Word 1 time = Difference)

Speculate on which condition you were more accurate in and why this occurred.

**Week 4 Operant Conditioning: *The power of consequences!***  
***Can we reduce human suffering through conditioning?***  
***Operant conditioning in daily life***

**Readings** (approx. 8 pages):

Chapter 5, Mechanisms of Motivation and Emotion (pp. 151-159 only)

- General principles of motivation
- Reward mechanisms of the brain

**Exam 1, Friday, September 24**

**(EXAM 2 MATERIAL BEGINS HERE)**

**Lab #3 Lexical Decision (due Friday, 9/24) via <http://opl.apa.org/>**

**Your Data:**

Related Accuracy: Words= \_\_\_%; Nonwords= \_\_\_%

Related Reaction Time: Words= \_\_\_ sec; Nonwords= \_\_\_ sec

Unrelated Accuracy: Words= \_\_\_%; Nonwords= \_\_\_%

Unrelated Reaction Time: Words= \_\_\_ sec; Nonwords= \_\_\_ sec

**Week 5 Sensation and Perception: *Psychology applied to engineering for better living.***

**Readings** (approx. 38 pages):

Chapter 7, The Psychology of Vision (pp. 225-263)

**Lab #4 Ponzo Illusion (due Friday, 10/1) via <http://opl.apa.org/>**

**Your Data:**

Background not present: Difference in pixels between the bottom and top line was \_\_\_\_;  
 judging the top line to be \_\_\_ [longer/shorter] than it actually was.

Background present: Difference in pixels between the bottom and top line was \_\_\_\_; judging  
 the top line to be \_\_\_ [longer/shorter] than it actually was.

**Week 6 Sensation and Perception: *The Mechanics.***

**Readings** (approx. 31 pages):

Chapter 6, Smell, Taste, Pain, Hearing, and Psychophysics (pp. 192-223)

**Lab #5 Numerical Memory (NOTE: requires headphones) (due Friday, 10/8) via**

<http://opl.apa.org/>

**Your Data:**

Time: \_\_\_ sec

Audio # Correct (AUD): \_\_\_

Visual # Correct (VIS): \_\_\_

**Lab #6 Mental Rotation (due Friday, 10/8) via <http://opl.apa.org/>**

**Your Data:**

Copy and paste your data line from the site. Your data are not interpretable as presented.  
ANG0COR ANG0TIME DANG0COR DANG0TIME ....etc.

\_\_\_\_\_

**Week 7 Memory: *Memory feats, foibles, and fallacies.***

**Memory:** *Strategies for improvement.*

**Attention:** *Can you simultaneously talk on that cell phone and safely drive, really?*

**Readings** (approx. 47 pages):

Chapter 9, Memory, Attention, and Consciousness (pp. 310-357)

**Lab #7 Self-Reference (due Friday, 10/15)** via <http://opl.apa.org/>

**Your Data:**

Self Hit Rate (SELF HR): \_\_\_\_

Self False Alarm Rate (SELF FAR): \_\_\_\_

E-word Hit Rate (EWORD HR): \_\_\_\_

E-word False Alarm Rate (EWORD FAR): \_\_\_\_

**Week 8 Thinking: *Rational and irrational thought investigated.***

**Exam 2, Wednesday, 10/20**

**(EXAM 3 MATERIAL BEGINS HERE)**

**Readings** (approx. 14 pages):

Chapter 10, Reasoning and Intelligence (pp. 360-374 only)

- How people reason 1: Analogies and induction
- How people reason 2: Deduction and insight

**Lab #8 Social Balance (due Friday, 10/22)** via <http://opl.apa.org/>

**Your Data:**

Copy and paste your data from the site. Your data are not interpretable as presented.

Likes—Dislikes: \_\_\_\_

Likes—Loves: \_\_\_\_

Likes—Hates: \_\_\_\_

Likes—Likes: \_\_\_\_

Likes—Neutral: \_\_\_\_; ..... etc.

**Fall Break October 24-26**

**Week 9 Social: *Subtle, unconscious ways in which the social world shapes how we act and think. Zajonc's (1960) concepts of balance, congruity, and dissonance.***

**Readings** (approx. 40 pages):

Chapter 13, Social Psychology (pp. 493-532)

**Lab #9 Facial Recognition (due 10/29)** via <http://opl.apa.org/>

**Your Data:**

Condition: \_\_\_\_ [Control / Experimental—False alarm]

Day 1:

Hits: \_\_\_\_; Misses: \_\_\_\_; False alarms: \_\_\_\_; Correct rejections: \_\_\_\_

Day 2:

Hits: \_\_\_\_; Misses: \_\_\_\_; False alarms: \_\_\_\_; Correct rejections: \_\_\_\_

**Week 10 Social: *Cognitive processes in prejudice.***

**Social and Emotional Development: *The importance of contact comfort***

**Readings** (approx. 11 pages):

Chapter 12, Social Development (pp. 451-471 only)

- Infancy: Using caregivers as a base for growth
- Helping, comforting, and learning from others
- Parenting styles
- Roles of play in gender development

**Lab #10 First Impressions (due Friday, 11/5) via <http://opl.apa.org/>**

**Your Data:**

Alphas (A)

Popular: \_\_\_\_; Helpful: \_\_\_\_; Honest: \_\_\_\_; Lazy: \_\_\_\_; Unhappy: \_\_\_\_; Irresponsible: \_\_\_\_

Sum of Positive: \_\_\_\_

Sum of Negative: \_\_\_\_

Percent of Negative: \_\_\_\_%

Betas (B)

Popular: \_\_\_\_; Helpful: \_\_\_\_; Honest: \_\_\_\_; Lazy: \_\_\_\_; Unhappy: \_\_\_\_; Irresponsible: \_\_\_\_

Sum of Positive: \_\_\_\_

Sum of Negative: \_\_\_\_

Percent of Negative: \_\_\_\_%

**Lab #11 First-Person Shooter Task (due Friday, 11/5) via <http://psych.colorado.edu/~jclab/FPST.html>.**

**Your Data:** A chart of your correct and incorrect responses and average response times as a function of target threat and race. No ExperimentalResultsID is furnished.

**Week 11 Personality: *Cognitive processes in personality.***

*Do parent-child attachments become part of personality?*

*Do we have a need to belong?*

**Exam 3, Friday, November 12**

**Readings** (approx. 28 pages):

Chapter 14, Personality (pp. 536-554 and pp. 564-573 only)

- Personality as behavior dispositions, or traits
- Personality as adaptations to life condition
- Personality as mental processes II: Social-cognitive views

**Lab #12 Implicit Association Test of your choice at Project Implicit (due Friday, 11/12)**  
via <https://implicit.harvard.edu/implicit/>.

**Your Data:** Your data are typically a summary statement of your attitudes (e.g., “Your data suggest...”). No ExperimentalResultsID is furnished.

**(EXAM 4 MATERIAL BEGINS HERE)**

**Week 12 The Biology of Mind and Behavior**

*The neuroscience of reading faces and recognizing words*

**Movie:** *The Man with Two Brains*

**Stress, Health and Coping:** *Can stress increase susceptibility to the common cold?*

**Movie:** *To heal or not to heal*

**Readings** (approx. 13 pages):

Chapter 4, The Neural Control of Behavior (pp. 113-118; 130-138)

- Methods of mapping the brain’s behavioral functions
- How hormones interact with the nervous system

**Lab #13 Word Recognition (due Friday, 11/19)** via <http://opl.apa.org/>

NOTE: To fully appreciate the lab, you will view the Scientific American Frontiers segment titled, *Man With Two Brains*.

**Your Data:**

Hand Preference: \_\_\_\_ [Right/Left]

Right: \_\_\_\_ (proportion correct); Left: \_\_\_\_ (proportion correct)

**Week 13 Psychological Disorders: *The suffering mind: Forms of mental disorders.***

*Social and genetic influences in schizophrenia and depression*

**Biology of Mind and Behavior:** *Can depression result from a chemical imbalance?*

**Worksheet:** *Diagnosing Psychological Disorders*

**Readings** (approx. 59 pages):

Chapter 15, Psychological Disorders (pp. 577- 622)

**Thanksgiving Break, November 24-28**

**Week 14 *Social and genetic influences in schizophrenia and depression***

**Biology of Mind and Behavior:** *Can depression result from a chemical imbalance?*

**Readings**

Chapter 15 (Cont.), Psychological Disorders (pp. 577- 622)

**Lab# 14 Mirror Drawing (due Friday, 12/3)** via <http://opl.apa.org/>

NOTE: Ideally, when tracing the outline of the star, use your finger as a stylus on a trackpad or touchscreen.

**Your Data:**

Hand Preference: \_\_\_\_ [Right/Left]  
 Time for Left: \_\_\_\_ sec; Time for Right: \_\_\_\_ sec

**Week 15 Treatment: *Scientific evidence on the effectiveness of psychological therapy***  
*Can talking about personal problems relieve suffering?*  
*Can relationships protect people from illness?*

**Readings** (approx. 41 pages):  
 Chapter 16, Treatment of Psychological Disorders (pp. 624-655)

**Lab #15 Dichotic Listening (NOTE: requires headphones) (due Friday, 12/10) via**  
<http://opl.apa.org/>

**Your Data:**

Hand Preference: \_\_\_\_  
 Number Correct Left Ear: \_\_\_\_; Number Correct Right Ear: \_\_\_\_  
 Total Trials Per Ear: \_\_\_\_

**December 11, Classes End**

**Final Exam, Monday-Wednesday, December 13-15**

The mission of the Grand Valley State University General Education Program is to provide a broad-based liberal education experience that fosters lifelong learning and informed citizenship. The program prepares students for intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national, and global communities.

**PSY 101 Introductory Psychology  
 Foundations - Social and Behavioral Sciences**

**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. Weigh and apply ideas and claims from the social and behavioral sciences outside the classroom
4. Critical Thinking – use systematic reasoning to examine and evaluate information and ideas and then synthesize conclusions to propose new perspectives and solutions. Students will:
  - Assess relevant information, perspectives and assumptions.
  - Construct logical conclusions based on reason and evidence.
  - Formulate novel approaches or create innovative interpretations.
  - Evaluate the proposed ideas or approaches.
5. Ethical Reasoning – use a decision-making process based on defining systems of value. Students will:
  - Recognize ethical issues when presented in a complex situation.
  - Demonstrate understanding of key concepts and principles underlying various systems of reasoning.
  - Participate in activities that engage them in ethical reasoning.
  - Demonstrate the ability to deal constructively with ambiguity and disagreement.