



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. Evaluate and apply concepts and theories from the social and behavioral sciences to real-life examples
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 novel approaches or innovative interpretations.
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.
  - Accurately apply ethical theories and terms to situations.
  - Demonstrate the ability to deal constructively with ambiguity and disagreement.

**Grand Valley State University**  
**Syllabus**  
**PSY 101-14: Introductory Psychology, Winter Semester, 2020**

**Instructor Information**

Name: Benjamin Swets, Ph.D., Associate Professor  
Office hours: TTh 11:45am – 12:45pm or by appointment. Please email me to make appointments.  
Office location: 2217 Au Sable Hall  
Email: swetsb@gvsu.edu. Reaching me by email is generally easier than reaching me by phone.  
Phone: (616) 331-2169

**Class Time and Place**

TTh 10 am – 11:15 am LOH 174

**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. (2018). *My Psychology* 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](https://youtu.be/5tw6OXPP_EY).

**Course Webpage**

The instructor will maintain a course webpage using GVSU's Blackboard system. The webpage will contain pertinent course information, grades, lecture slides, announcements, etc. The webpage is meant to supplement the lectures, not replace them. Students are responsible for all information provided in the lecture that may, or may not, be included on the web page.

## **Course Requirements**

*Quizzes/In-Class Assignments (40 points total):* Throughout the semester, short quizzes or assignments based on the assigned reading will be given during lecture. 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 assignment without penalty. It is a good idea to do the reading assignments before the date on which they are listed.

*Reading Assignments (55 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.

*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 attached).

*Midterm Exams (200 points total):* There will be two midterm exams worth 100 points apiece. Exam dates appear on the Course Schedule, below. Midterms will consist of multiple choice questions that engage your understanding of course concepts. Questions may cover any information provided by the lecture, textbook, and supplementary classroom activities such as videos. Midterms will not be cumulative.

*Final Exam (150 points):* The final exam will consist of multiple choice questions. Some of the points on the final exam will come from the final course unit, and the remaining questions could be on any topic from any time in the course. Therefore, some of the final exam will be cumulative, and some will be like a Midterm Exam.

## **Grading**

The Quizzes, Enrichment Activities, Midterm Exams, and Final Exam will collectively be worth 495 points. Based on your cumulative point score the following grades will be assigned:

<i>Percentage</i>	<i>Grade</i>		
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.

## **Attendance**

There is no attendance requirement, but I strongly recommend attending class, for several reasons: 1) There will be material covered in class that will not be found in the text book, but will be found in exam questions. 2) Surprise quizzes/in-class assignments comprise part of the grading of this course, and cannot be made up if students don't attend class. 3) Repeated and varied exposure to course material results in better memory and understanding of that material.

## **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.

## Tentative Course Schedule

DATE	TOPIC(S)	READING
Jan 7	Syllabus, Introduction	
Jan 9	History and Overview of Psychology	Chapter 1 (1 <sup>st</sup> half)
Jan 14	Research Methods I	
Jan 16	Research Methods II	Chapter 1 (2 <sup>nd</sup> half)
Jan 21	Evolutionary Theory in Psychology	See Blackboard
Jan 23	The Brain in Psychology	Chapter 2
Jan 28	Learning and Behavior Analysis I	Chapter 6
Jan 30	Learning and Behavior Analysis II, Review	
Feb 4	<b>EXAM 1</b>	
Feb 6	Sensation	Chapter 3
Feb 11	Perception	
Feb 13	Memory I	Chapter 5
Feb 18	Memory II	
Feb 20	Memory III	
Feb 25	Development I	Chapter 9
Feb 27	Development II	
Mar 3	<b>NO CLASS: SPRING BREAK</b>	
Mar 5	<b>NO CLASS: SPRING BREAK</b>	
Mar 10	Emotions, Stress and Health I	Chapter 8
Mar 12	Emotions, Stress and Health II	Chapter 11
Mar 17	Emotions, Stress and Health III, Review	
Mar 19	<b>EXAM II</b>	
Mar 24	Psychological Disorders I	Chapter 14 (1 <sup>st</sup> half)
Mar 26	Psychological Disorders II	Chapter 14 (2 <sup>nd</sup> half)
Mar 31	Treatment of Psychological Disorders	Chapter 15
Apr 2	Social Cognition I	Chapter 13 (1 <sup>st</sup> half)
Apr 7	Social Cognition II	
Apr 9	Social Processes I	Chapter 13 (2 <sup>nd</sup> half)
Apr 14	Social Processes II	Chapter 13 (2 <sup>nd</sup> half)
Apr 16	Social Processes III, Review	<b>Complete assessment</b>

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

**FINAL EXAM:** Thursday, April 23, 10:00 am - 11:50 am

## **Caveat**

All of the information included in this syllabus, including the course schedule, 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](http://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](http://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. Three kinds of enrichment activities are available:

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

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

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

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

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

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

### **Option 1: Participation in Psychology Studies**

#### **Objective**

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

#### **Step 1: Find a study and sign up**

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

#### **Step 2: Participate in the study**

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

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

### **Under 18?**

Special rules apply to students who are under 18. A general non-study specific Parent/Guardian Permission form must be completed and placed on file in the Psychology office before you are able to participate in any of the studies. In most instances, having the general non-study specific document on file will allow you to participate in studies. However, it is important to read carefully the eligibility requirements for a study. If you need a study specific Parent/Guardian consent form signed in order to participate, it will say so in the eligibility section of the study description. If you are under the age of 18 when you create your SONA Systems account, you will receive an informative email from Casimir Tokarski, the Psychology Department Laboratory 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 **January 24, 2019.**

### **Option 1 Deadline**

The last day to complete Enrichment Activities Types 1 and 2 is **April 14, 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 Enrichment Activities 1 & 2, please contact Casimir Tokarski, who can be reached in the Psychology Department Office (2224 Au Sable Hall, 616.331.3262) or by sending an email to [psychlab@gvsu.edu](mailto:psychlab@gvsu.edu).

### **Option 1 and 2 Deadline**

The last day to complete Enrichment Activities Types 1 and 2 is **April 14, 2020**.

### **Option 3: Papers on Psychological Studies in Scholarly Journals**

#### **Objective**

This option will broaden your understanding of psychological research and how it is conducted. You will select a research article published in a peer-reviewed psychology journal and then write a brief report on the article (1 report = 1 credit). To complete the summary, follow these steps:

#### **Step 1: Find a Journal**

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

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

#### *Behavioral Neuroscience*

*Developmental Psychology*

*Experimental and Clinical Psychopharmacology*

*Health Psychology*

*Journal of Abnormal Psychology*

*Journal of Applied Psychology*

*Journal of Comparative Psychology*

*Journal of Consulting and Clinical Psychology*

*Journal of Counseling Psychology*

*Journal of Educational Psychology*

*Journal of Experimental Psychology: General*

*Journal of Experimental Psychology: Animal Behavior Processes*

*Journal of Experimental Psychology: Applied*

*Journal of Experimental Psychology: Human Perception and Performance*

*Journal of Experimental Psychology: Learning, Memory, and Cognition*

*Journal of Personality and Social Psychology*

*Neuropsychology*

*Psychological Science*

*Psychology and Aging*

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

#### **Step 2: Select an article**

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

- It must be published in 2018 or 2019



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

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

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

### Step 3: Read the article

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

### Step 4: Write the paper

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

Your name

Your student number (G-number)

Your professor’s name and the date

- Second, immediately below this, provide a full reference to the article, with the information in the following order: Names of all authors (last name, comma, initials), the year of publication (in parentheses), the exact title of the article, the full name of the journal, the volume number, and the page numbers. Here is a sample of a reference with the information in the proper order:

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

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

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

1. *What question or questions does the article address?*

2. *Why are the question(s) that the article addresses important ones to consider?*

3. *What answers does the article provide?*

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

*The Paper Must Be Your Own Work and Written in Your Own Words. Do not just copy or paraphrase the abstract or the paper.* Grand Valley State University’s policy on plagiarism (described in the catalog and in the Student Code) states “[a]ny ideas or material taken from another source... must be fully acknowledged.” This means that your paper must be written strictly in your own words, and it must

acknowledge any ideas that you take from another source. Try to avoid quoting from the article, but if you must quote to make a point, take care that the phrases quoted are in quotation marks. All quoted phrases must be in quotation marks, even if the phrases are only two or three words long. Words or ideas borrowed from a source other than the target article should be acknowledged and completely referenced. If you submit a paper that violates this policy, you may receive a failing grade for the course.

### **Step 5: Copy of the first page of journal article**

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

### **Step 6: Double-check your paper**

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

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

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

### **Submitting Papers for Grading & Deadline**

The last date to submit Option 3 papers is **April 14, 2020**. Each paper must be turned in as a stapled hard copy.