

Grand Valley State University

Psychology 101: Introduction to Psychology

Professor: Todd Williams

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Office Hours: TR 3:00 – 3:50 (and by appointment)

Appointments are encouraged and can be made via email. Students with appointments will be given priority during office hours. Please indicate your course section and the reason for your visit in the email.

Room: *Lecture Days: T/R 1:00-2:15pm Lake Superior Hall 174*

Course Description: 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. Fulfillment of the laboratory credit typically entails serving as a research participant but alternatively can be fulfilled through a directed written assignment.

General Education: This course teaches and assesses the General Education student learning outcomes that correspond to Social and Behavioral Sciences as outlined in the General Education handbook.

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.

Required Text: Myers, D.G. & DeWall, N. D. (2017). *Psychology, 12th Edition*. New York, NY, Worth Publishing

NOTE: To save you some money I'm recommending you purchase the loose-leaf version with Launchpad (and e-book) access.

Research articles, supplemental readings, and lecture notes will be posted on BlackBoard.

Grade Evaluation:

	Description	Weight	Due Date
Homework and Enrichment Activities	Small homework assignments will be a random basis throughout the semester.	20%	Randomly Administered throughout the semester. Homework = 15% Enrichment = 5%
Exams	There will be 4 exams evenly dispersed throughout the course. They may be multiple choice and/or short answer depending on the material being tested. While exams will be focused on the material covered since the last exam, material covered earlier in the course generally serves as a basis for those covered later.	20% each	

Grades will be determined by adjusting the class average to 76% (B) and assigning letter grades based on the below distribution. Thus, your grade in this class is based on your performance relative to the rest of the class. Notice that the grading distribution below is much more lenient than what most of you are used to. (this is to avoid ceiling effects in the grading distribution)

This is a *tentative* grade distribution

Rating	Letter Grade	Grade Point Value	Percentage Grades
Excellent	A	4.0	90-100%
Excellent	A-	3.7	85-89%
Good	B+	3.3	80-84%
Good	B	3.0	75-79%
Good	B-	2.7	70-74%
Satisfactory	C+	2.3	65-69%
Satisfactory	C	2.0	60-65%
Satisfactory	C-	1.7	55-59%
Poor	D+	1.3	50-54%
Minimal Pass	D	1.0	45-49%
Failure	F	0	0-44%

Missed Exam/Assignment:

As many of you do not have adequate health coverage I do not require health certificates for absences for missed classes. However, if you are unable to complete 25% or more of the exams or homework, I may require you to provide a certificate from a certified health professional to document your inability to fully complete the course content. *If you miss an exam, you must report your illness to me within 48 hours of the exam/assignment due date.* If documentation is required, it may be provided at a later date. In the case of a missed exam or assignment the student will either be given an extension or have the weight of the missed examination/assignment added to the remaining assignments/exams.

Missed Class: I do not take attendance. This is a university level course and you are adults. While I both appreciate and encourage attendance, I consider this to be a choice that you should feel free to make relative to your life circumstances. Sometimes emergencies happen and I don't feel as though you should be punished for this. That said, you will likely find that in order to do well on my exams, attendance and a fair amount of studying will be necessary. I do ask that if you miss class for a non-legitimate reason that you do not add to my workload by asking me to re-iterate what you missed. For those who do miss class for a legitimate reason I recommend that you ask a peer for their notes, do the readings and come and see me during office hours if you have any questions.

Email/Important Communication:

Please type your name, course number, and section number into the titles of your emails. It is probably best to ask conceptual questions during office hours rather than via email as I have no way of verifying if you understand my answer by email. Emails that have no identifying information make me want to stab myself with a rusty spoon. They increase the difficulty of an already scary and complex world for both of us.

In the case that you are notifying me about a medical condition, absence, or other important aspect of the course, please do so via email. I will always provide a confirmation note that I have received these types of email within 24 hours. If I have not done so, assume that I have not received your email and send another.

Student Responsibilities:

ACADEMIC INTEGRITY: Grand Valley State University is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of GVSU in this respect. Students are particularly urged to familiarize themselves with the provisions of the *Code of Student Behaviour* (online at <http://www.gvsu.edu/studentcode/index.cfm>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from GVSU. No student shall represent another's substantial editorial or compositional assistance on an assignment as their own. Furthermore, no student shall submit in any course or program

of study, without the written approval of the course instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project assignment, presentation or poster for which credit has been obtained by the student or which has previously been or is being submitted by the student in another course or program of study at GVSU or elsewhere. All forms of dishonesty are unacceptable at GVSU. Cheating, plagiarism and misrepresentation of facts are serious offenses. Anyone who engages in these practices will receive a grade of zero for the exam or paper in question and no opportunity will be given to replace the grade or redistribute the weights. Any offense will be reported to the Dean of the CLAS who will determine the disciplinary action to be taken.

EXAMS: Students will not be allowed to begin an examination after it has been in progress for 30 minutes. Electronic equipment should not be used during exams.

CELL PHONES: Cell phones are to be turned off during lectures. Cell phones are not to be brought to exams.

STUDENTS WITH DISABILITIES: If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me and Disability Support Services (Room 200 STU; 616 331 2490). Furthermore, if you have a physical disability and think you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so that I can develop a plan to assist you.

ACADEMIC SUPPORT CENTRE: Students who require additional help in developing strategies for better time management, writing, study or examination skills should contact the Advising Resource Centre (200 STU).

***Disclaimer:** This syllabus is subject to change. Any changes will be announced in class.*

<i>Tentative Lecture Schedule & Assigned Readings:</i>		
<i>Week 1</i>		
January 8	<i>Course Introduction</i>	Syllabus
January 10	<i>Defining Psychology</i> <i>Last day to add or drop classes August 30th</i>	Prologue
<i>Week 2</i>		
January 15	<i>The Scientific Method</i>	Chapter 1
January 17	<i>Biology of the Mind</i>	Chapter 2
<i>Week 3</i>		
January 22	<i>Consciousness</i>	Chapter 3
January 24	<i>Genetics and Evolution</i>	Chapter 4

Sunday, January 27th – DEADLINE TO COMPLETE PRESCREENING		
<i>Week 4</i>		
January 29	<i>Exam 1</i>	
January 31	<i>Prenatal Development</i>	Chapter 5
<i>Week 5</i>		
February 5	<i>Infancy and Childhood Development</i>	Chapter 5
February 7	<i>Adolescence/Adult Development</i>	Chapter 5
<i>Week 6</i>		
February 12	<i>Sensation and Perception</i>	Chapter 6
February 14	<i>Learning</i>	Chapter 7
<i>Week 7</i>		
February 19	<i>Memory</i>	Chapter 8
February 21	Exam 2	
<i>Week 8</i>		
February 26	<i>Intelligence</i>	Chapter 10
February 28	<i>Motivation</i>	Chapter 11 Becker Reader
March 3-10 Spring Break!!!		
<i>Week 9</i>		
March 12	<i>Motivation</i>	Becker Reader
March 14	<i>Emotion</i>	Chapter 12
<i>Week 11</i>		
March 19	<i>Social Psychology</i>	Chapter 13
March 21	<i>Social Psychology</i>	Chapter 13
<i>Week 12</i>		
March 26	Exam #3	
March 28	<i>Social Psychology</i>	Chapter 13
<i>Week 13</i>		
April 2	<i>Personality</i>	Chapter 14
April 4	<i>Personality</i>	Chapter 14
<i>Week 14</i>		
April 9	<i>Psychological Disorders</i>	Chapter 15
April 11	<i>Psychological Disorders</i>	Chapter 15
<i>Week 15</i>		
ENRICHMENT ACTIVITY DUE DATE - APRIL 16		
Option 1: Research Participation		
Option 2: Research Paper		

April 16	<i>Treatment of Psychological Disorders</i>	Chapter 16
April 18	<i>Treatment of Psychological Disorders</i>	Chapter 16
<i>Week 16</i>		
April 22 (Monday)	Exam #4 12:00-1:50pm	

** You are responsible for understanding the content of the assigned reading), regardless of whether this content is discussed in class.*

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 must participate in *four* enrichment activities.

Two kinds of enrichment activities are available. *Option 1* involves participating in research studies, while *Option 2* involves reading and writing about papers that report research in scholarly journals.

OPTION 1: PARTICIPATION IN PSYCHOLOGY EXPERIMENTS

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 Department 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 Department website.

Prescreening Survey

An on-line prescreening questionnaire is available during the first three weeks of the semester. Completing this survey counts as one-half 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, half-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 may receive invitations based on the Pre-Screening responses.) The last date to participate in the prescreening survey is **Sunday, January 27th**.

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 posted eligibility requirements, 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 by selecting My Schedule/Credits, where credits are typically posted within a week after you participate in a study.

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 17 and regularly enrolled at GVSU, you can sign up for studies that allow regularly enrolled students that are under 18 to participate. This information can be found in the study's eligibility requirements. A parental consent form can also be filled out for studies that do not have this requirement. Please contact psychlab@gvsu.edu to get this form. You will need a different parental consent form for each study that requires one. If you are under 18 and not regularly enrolled, please use *Option 2*.

If you have any questions, please contact the Lab Assistant, Casimir Tokarski, at psychlab@gvsu.edu.

Need Help?

If you need assistance registering for studies, please contact Casimir Tokarski, who can be reached in the Psychology Department Office (2224 Au Sable Hall, 616.331.3262) or by sending an email to psychlab@gvsu.edu.

Option 1 Deadline

The last day to participate in studies is **Tuesday, April 16th**.

OPTION 2: PAPERS ON EXPERIMENTS 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 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 or the paper.*

Objective

This option, like the first, is intended to familiarize you with the nature and variety of psychological research. The objective is to broaden your understanding of psychological research and how it is conducted.

Selecting an Article

Choose a current article published in 2017 or 2018 that reports an empirical study (i.e. one that is based on the collection of data). The large majority of the papers published in the journals listed below are suitable for this assignment, but a few are not. In particular, reviews, meta-analyses, and other comparisons of studies from separate researchers are not appropriate for this assignment. The article you read should have 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
 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

Finding the Journals

The journals are available electronically through databases you can access through the GVSU Library website. Base your paper on the “full text” of the paper. You can watch a video showing how to access the journals by going to <http://libguides.gvsu.edu/psych> and then clicking on the *Recommended 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.

Once you have located the journal article, select the “full text” version.

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. No separate introduction or conclusion is required, simply answer the three questions. 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. 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.

Required Identifying Information

At the top left-hand corner of the first page of your summary, on separate lines, put your name, your student number (G-number), your professor's name, 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. Here is a sample of a reference with the information in the proper order:

Lastname, F. and Othername, S.B. (2013) A study of titles of research reports. *Journal of Obscure Psychological Research*, 13, 93-108.

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.

Copy of First Page of Journal Article

To the back of your summary, staple a photocopy or printout of the first page of the full-text version 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 "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.

Credit/No Credit Grading of Papers

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

Submitting Papers for Grading & Deadline

Option 2 papers can be turned in anytime during the semester. Consult your instructor for the last date when papers can be submitted.



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.

Knowledge Student Learning Outcomes:

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

Skills Student Learning Outcomes:

1. Critical Thinking – 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.
2. 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 educates students to shape their lives, their professions, and their societies.