

Psychology 101: Introductory Psychology

Fall 2018

Section 15: MWF 9:00 – 9:50 am, LMH 114

Section 16: MWF 10:00 – 10:50 am, LMH 114

Instructor: Dr. Michael B. Wolfe
Office: ASH 2317
Phone: 331-2989
E-mail: wolfem@gvsu.edu
Office Hours: MWF 11:00 to 12:00 or by appointment.

REQUIRED ELECTRONIC TEXT:

Lilienfeld, S. O., Lynn, S. J., & Namy, L.L. (2018). *Psychology: From Inquiry to Understanding, Fourth Edition*. Pearson: Boston, MA.

Note: This is an electronic textbook, and you purchase an access card at the bookstore.

COURSE OBJECTIVES:

This course is designed to provide an introduction to the scientific discipline of Psychology. Psychologists use scientific methods to study human behavior. This means that we study how people act in different situations, what they think and feel, how they remember, the relationship between brain function and behavior, and many other specific topics.

This course will address the methods used in psychological research, and some of the important theoretical ideas and findings from some of the major areas of Psychology. We will also discuss the relevance and usefulness of Psychology in people's everyday lives. Finally, we will periodically discuss the idea of being a "consumer" of psychological research, which means we will talk about how to understand and interpret some of the psychological findings that you read about in the course of your everyday life. Throughout the course, there will be a primary focus on using psychological research methods to study human behavior. The specific course objectives are as follows:

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.

The class periods will consist of lecture material, class discussions, smaller group discussions, and occasional videos. You are encouraged to ask questions and discuss issues in class. A single experiment rarely provides a definitive answer to a question about psychological processes. Alternative interpretations and contradictory experimental results can be common. Therefore, critical thinking about the issues we discuss will be a focus in this course.

It will be important in this course to read the relevant textbook chapter **before** the lecture on each topic. If you read the textbook before class, you will understand the lecture better. When we get to the sections about memory and language, I will explain in more detail why this statement is true. You will notice from the syllabus that the textbook chapters are the only assigned readings in the course. Do not be lulled into thinking that the reading will be easy, however. It takes a long time to carefully read, understand, organize, and test yourself over the contents of a textbook chapter.

ATTENDANCE:

You need to come to class. There will be in-class quizzes approximately once per week (explained below). In addition, there will be material covered during lectures that is not in the textbook. This material will be included on the exams, so if you do not come to class, you will not be familiar with all of the material on the exams. In addition, the lectures will help you to better understand the material that is covered in the book and the readings.

EXAMINATIONS:

There will be four exams given in this course, three during the semester and one on the day of the final. The final exam will be cumulative. The final will have more questions from the last quarter of the semester than the first three quarters, but it will cover material from the entire course. Each exam will cover the material that has been presented in the textbook, lectures, videos, and discussions. All of the exams will be multiple choice. The first three exams will be worth 40 points each, and the final will be worth 70 points. Many of the exam questions will be written to test your understanding of the material more than just your memory for the material. This means that when you study, you should keep track of whether you understand the material. Do not simply memorize lists of definitions.

You are expected to be present for each exam. Make-up exams will **only** be given in the case of an injury or illness, or if there is a death in the family. In each case, you must notify me within 24 hours of the exam, and you must be prepared to provide documentation regarding your situation. Make-up exams will be given as soon as possible after the exam, and may be multiple choice, essay, or oral at my discretion.

RETRIEVAL PRACTICE QUIZZES:

Approximately once per week, I will give a short answer quiz in class that will take about 10-15 minutes to complete. The quizzes will be designed to get you to recall

from memory some of the information we have been discussing in lecture that week. I will collect the quizzes and record the fact that you were in class and completed the quiz. As long as you put in a reasonable effort to complete the quiz, you will receive full credit. I will then post the quiz answers on Blackboard. The main point of the quizzes is to give you some experience testing yourself on the information that you need to learn. As I will explain in class, testing yourself is an excellent study strategy. A secondary point of the quizzes is to make sure that you come to class and are paying attention.

The quizzes will generally be unannounced, and will be on different days of the week for different topics. Sometimes quizzes will come at the end of a chapter, but not necessarily. I will drop one quiz grade over the course of the semester, but there will be no make up quizzes given. This policy means that if you are not in class on the day of a quiz, you have missed it.

Each quiz will be worth five points, and there will be 11 quizzes during the semester.

WRITING ASSIGNMENTS:

You must turn in both writing assignments on Blackboard. In Blackboard under “Assignments”, an assignment will be created for each essay. The Blackboard site will accept essays up through the due date listed on the syllabus. Each essay is worth **30 points**.

Plagiarism: You must write the essay assignments in your own words. If you copy phrases or sentences from other students or from any other source, that is plagiarism. If your essays are plagiarized, you will fail the assignment. There is a link posted on Blackboard for a website that has a lot of useful information about plagiarism. I encourage you to look at it or talk to me if you have any questions.

Writing assignment #1: Research Ethics (due 9/28)

For this assignment, you are to analyze a research study and write an essay describing the extent to which the study was or was not consistent with the ethical guidelines laid out in the Belmont Report. The study became known as the Tearoom Trade study by Laud Humphreys (1970). Humphreys studied the habits and lives of men who had sexual relations with other men in public bathrooms. You can read more about the research procedures he followed in these summaries:

<http://www.drjkoch.org/Intro/Readings/Humphreys.htm>
https://minerva.leeds.ac.uk/bbcswebdav/orgs/INTF00001/page%201_07.htm

In the essay, you should discuss what, if any, violations Mr. Humphreys committed according to the principles described in the Belmont Report. These principles were discussed in class, in the book, and you can find the complete Belmont Report here:

<https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html#xbasic>

When you write your essay, be sure to explain your responses. If you think he violated an ethical principle, which part of his procedure are you referring to, and why is it a violation? Do not simply list one or two principles that may have been violated. Keep in mind that the Belmont Report itself explains that determining whether ethical violations have taken place is often a difficult task in which reasonable people may disagree.

Your essay should be about one page, double spaced. You do not need introduction and conclusion paragraphs, or other extraneous information.

Writing assignment #2: Critical thinking about memory (due 11/5)

Here is a description of the way weekly quizzes were set up in an introductory psychology course taught by a different professor (not at this university). There were not mid-term exams in the class, but there was a cumulative final at the end of the semester, so students had to remember the quiz information some time later. To take the quiz, students would go online to their account. Once the student logged in, they had 30 minutes to complete the questions, which were mostly fact-based questions or questions about terms that were described in the book or in the notes. Students could use their book or notes while taking the quiz. The most common strategy for a student was:

1. read the question
2. find the part of the book or notes that contains the answer
3. record the answer and move on to the next question.

Your task in this essay is to describe and critique the format in which these quizzes were given with respect to the major components of the memory model we discussed in class (working memory, long-term memory, encoding, retrieval, forgetting, etc.) **First**, describe how each of the components would be used in answering the questions on the quiz. For example, what, if anything, is encoded into long-term memory? What is in working memory and when is it there? **Second**, construct an argument that this method of quizzing is effective or ineffective in terms of students' need to remember the information a couple of months later for the cumulative final. You should support the claim of your argument by describing at least one experiment from the book or the class notes as evidence. Make sure to be clear how the experiment you describe relates to the argument you make that the quiz method is effective or ineffective.

Your essay should be about one page, double spaced.

GVSU COURSE POLICIES:

This course is subject to the GVSU policies listed at

<http://www.gvsu.edu/coursepolicies>

At this website you can find all policies related to such topics as academic integrity, disabilities, inclusion, and discrimination. Please note that you are responsible for knowing and following the policies that are listed here. It is a good idea to read through them to familiarize yourself with them.

Note that violations of the academic integrity policy, including plagiarism or cheating on exams, will result in the student earning a failing grade for the assignment. If the violation is severe, the student will fail the course.

GENERAL EDUCATION PROGRAM:

This section explains GVSU's General Education Program goals. As part of the course, a General Education Assessment Activity will be made available on Blackboard during the last week of the semester. This activity is required, and you will receive 10 points for completing it. Your performance on the activity will not be part of your grade, so you will receive full credit for completing it.

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 the 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.

Skills rubrics for critical thinking and ethical reasoning will be posted on Blackboard. These rubrics describe some of the basic skills progressions students are expected to progress through while at GVSU. Tests and writing assignments in this class both address the Student Learning Outcomes. We will periodically discuss these skills in class and how they relate to test questions and assignments.

General Education Assessment: 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 (TBD). Note: This assessment is DIFFERENT from the Course Evaluation, which asks your opinion of various aspects of this course.

ENRICHMENT ACTIVITIES:

There are additional Enrichment Activities that you need to complete as part of this course. Completion of the Enrichment Activities is worth 20 points. They will be scored on an all or none basis, which means that if you complete the activities you will get the full 20 points. If you do not complete the activities in full, you will get no points. Note that the enrichment activities are set by the psychology department and are the same for all sections of PSY 101.

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 two weeks of the semester. Completing this survey counts as **one half of 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, 30 minute 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, September 9th**.

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 under 18, please use *Option 2*, or see the Lab Assistant, Casimir Tokarski, for information about permission requirements before participating in studies.

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, December 4th**.

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 to broaden your understanding of psychological research and how it is conducted.

Selecting an Article

Choose a current article published in 2016 or 2017 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
- Discourse Processes
- 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.

GRADING:

Your final grade for the course will be a combination of the scores on each of the exams (190 points total), quizzes (50 points total), essays (60 points total), Enrichment Activities (20 points), and General Education Assessment Activity (10 points). All grades will be represented as percentages. Letter grades will be assigned based on the following scale:

93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
67 - 69%	D+
60 - 66%	D
0 - 59%	F

This scale may be adjusted to make grades higher at the discretion of the instructor, but it will not be adjusted to make grades lower.

Schedule of Topics

Week of	Topic	Chapter
8/27 – 8/31	Psychology and Scientific Thinking	1
9/3 – 9/7	Research Methods	2
	No class 9/3 (Labor Day)	
9/10 – 9/14	Biological Psychology	3
9/17 – 9/21	Sensation and Perception Exam 1 - 9/21	4
9/24 – 9/28	Learning Essay #1 due 9/28	6
10/1 – 10/5	Memory	7
10/8 – 10/12	Thinking, Reasoning, and Language	8
10/15 – 10/19	Thinking, Reasoning, and Language Exam 2 - 10/19	8
10/22 – 10/26	Intelligence and IQ Testing	9
10/26	5:00 PM. – Drop deadline with grade “W”	
10/29 – 11/2	Human Development	10
11/5 – 11/9	Emotion and Motivation Essay #2 due 11/5	11
11/12 – 11/16	Social Psychology (begins after exam 3) Exam 3 - 11/12	13
11/19 – 11/23	Social Psychology No class 11/21 & 11/23 (Thanksgiving)	13
11/26 – 11/30	Personality	14
12/3 – 12/7	Psychological Disorders Tues. 12/4 – last day to participate in research for enrichment credits or hand in enrichment papers. General Education Assessment Activity on Blackboard (TBD but probably any time this week)	15
Finals	Sec. 15 (9:00): Tues. 12/11 at 8:00 to 9:50 am	

12/11	Sec. 16 (10:00): Tues. 12/11 at 12:00 to 1:50 pm	
-------	---	--