INTRODUCTION TO PSYCHOLOGY
Winter 2015
PSY 101-15: TR 11:30-12:45 LSH 174
PSY 101-17: TR 4:00-5:15 LSH 174
Grand Valley State University

Professor: Susan Wilson, Ph.D.
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Office hours: Tuesdays and Thursdays 9:30-11:00 am or by appointment


Course Description: An introduction to the scientific study of human behavior and the practical application of psychological principles to everyday situations.

Course Objectives: Following the completion of this course, you are expected to possess a practical foundation in the major areas of psychology, such as history, research methods, biological bases of behavior, learning, memory, motivation, emotion, gender issues, sexuality, personality, psychopathology, and social attitudes and influence. This foundation should provide you the ability to answer questions focusing on knowledge, comprehension, and application of psychological principles. It is also expected that your participation in class activities will demonstrate your ability to analyze, evaluate, and apply the concepts presented in the text and during lecture.

Course Requirements:

Exams
There will be three non-cumulative exams in this course. Exams will address material discussed in class as well as the assigned readings. Although they are non-cumulative, material covered in exams builds upon material covered previously in the course. The first two exams are worth 50 points each. Because the third exam covers a greater amount of information, it is worth 75 points.

Students are responsible for content covered in the text, class lecture, discussion, as well as videos or additional assigned readings. Exam format may consist of multiple choice, true/false, and short answer questions.

Note that make-up exams are allowed only in the case of extraordinary circumstances (certified illness or family emergency). **Students must notify me as soon as possible regarding the need for a make-up exam.** Be prepared to provide evidence that the absence was due to an illness or family emergency. If the absence is excused,
arrangements for a make-up exam will be made. The determination of whether an exam absence is excused or not excused is solely my decision.

**Class Activities**
To help you actively participate in class and further explore material covered in class, there will be several in-class activities throughout the semester. In-class activities may include small group discussions, practice quizzes, and personal reflections. Some class activities may involve a brief homework assignment in preparation for small group discussions, and other class activities may involve submitting a written product at the end of class.

There will be ten class activities will count towards your grade. Throughout the semester, there will be additional class demonstrations and small group discussions that will not count towards your grade. Before each activity, I will let you know whether or not it is an activity that counts towards your grade.

Because class activities require in-class interactions, **CLASS ACTIVITIES CANNOT BE MADE UP FOR ANY REASON**. However, all students will be able to drop one missed activity. In other words, if you miss only one of the graded activities, you can still earn points for ten completed class activities. This “freebie” accounts for all excuses for missing, so please do not ask about make-ups. You do not need to let me know when you missed an activity as the “freebie” will be added at the end of the semester for any activity that you missed at any point during the semester. If you complete all ten class activities without using the freebie, you will receive five points extra credit.

**Enrichment Activities**
There are four Enrichment Activities that you need to complete as part of this course. They are described in a separate section below. We will discuss the Enrichment Activities in class, but it is the students’ responsibility to read and follow the instructions described in the syllabus. Each Enrichment Activity is worth 5 points.

**General Education Assessment**
There is a General Education Assessment that you need to complete as part of this course. This assessment is described in a separate section below. This assessment is worth 10 points.

**Blackboard:** Some course material (syllabus, lecture guides, study guides, grades, etc.) will be posted to Blackboard. Powerpoints will NOT be posted to Blackboard, but it is strongly encouraged that you print lecture guides and bring them to class with you. Any written assignments, including Enrichment Activities (Option 2), should be submitted to Blackboard by the designated due date and time. All documents should be prepared in Microsoft Word (file extensions of .doc or .docx). Emailed assignments will not be accepted. Late assignments will not be accepted.
**Attendance:** It is strongly encouraged that you attend each class period as much of the course material will be covered in class through lectures, discussion, and group activities. Additionally, because the class activities require in-class interactions, **CLASS ACTIVITIES CANNOT BE MADE UP FOR ANY REASON.** If you do miss a class, it is your responsibility to obtain lecture notes from another student. I will not guarantee the availability of handouts or lecture notes.

**Classroom Conduct Policy:** Students enrolled in this course have the right to learn in an environment where all individuals are treated with respect. Behaviors in class that interfere with the learning experience are not permitted. Talking while I am talking or while another student is talking can particularly interfere with the learning experience. Texting, browsing the internet, and doing homework can also be distracting and disrespectful. When class begins, you should cease all of these activities. **CELL PHONES SHOULD BE TURNED OFF AND PUT AWAY,** unless an extenuating circumstance exists and is previously approved by me. Disruptive or disrespectful behaviors may result in dismissal from the class by the instructor.

**Grades:**

Your final course grade will be based on the percentage of possible points earned on:

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Possible points</th>
<th>Percentages</th>
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<tbody>
<tr>
<td>Exams 1 and 2 (50 points each)</td>
<td>100</td>
<td>39%</td>
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<tr>
<td>Exam 3</td>
<td>75</td>
<td>29%</td>
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<tr>
<td>Class activities (10 at 5 points each)</td>
<td>50</td>
<td>20%</td>
</tr>
<tr>
<td>Enrichment activities (4 at 5 points each)</td>
<td>20</td>
<td>8%</td>
</tr>
<tr>
<td>General Education assessment</td>
<td>10</td>
<td>4%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>255</strong></td>
<td><strong>100%</strong></td>
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</table>

**Grading:** Your final grade will be determined by the total accumulated points using the grading scale indicated below.

The Grading Scale* is as follows:

- A 94-100%
- A- 90-93.9%
- B+ 87-89.9%
- B 84-86.9%
- B- 80-83.9%
- C+ 77-79.9%
- C 74-76.9%
- C- 70-73.9%
- D+ 67-69.9%
- D 64-66.9%
- D- 60-63.9%
- F 0-59.9%

*This grading scale may be subject to change.
**Extra Credit:** There will be a few opportunities to earn extra credit in the class. One of these opportunities involves attending a GVSU sponsored event on Martin Luther King Jr. Day. You may earn five points extra credit by attending and writing a summary about the presentation given by Sybrina Fulton (mother of Trayvon Martin). This presentation will be taking place in the Fieldhouse at on Jan. 19, at 1:30pm. More information about this opportunity will be discussed in class. Additional extra credit opportunities will be discussed in class.

**Email:**
The best way to communicate with me is through email. If you do not include, “PSY 101” and your section number in the subject line, I may not read or respond to your email. Please use complete sentences and check for spelling errors. Also, please sign your full name, so I know who you are. **Please make sure to read your syllabus, as I will not reply to emails asking about course information that is listed on these pages.**

**Office Hours:**
You are strongly encouraged to drop by my office during my office hours if you have any questions, confusions, or concerns. If your schedule conflicts with my regular office hours, please let me know and I will schedule an alternative time to meet with you.

**Students with Disabilities:** If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources at 331-2490. Furthermore, if you have a physical disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

If you do not have a disability but need some accommodations, please let me know at the beginning of the semester so that I can accommodate you.

**Academic Integrity:** Students are expected to adhere to the university’s policies on Academic Honesty. You are responsible for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. To that end, be sure to familiarize yourself with the GVSU Student Code (Section 223.01) related to academic integrity. Cheating and plagiarism will be dealt with according to procedures described in the Student Code.
GENERAL EDUCATION PROGRAM

This course is part of GVSU’s General Education Program. 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.

This course is part of GVSU’s General Education Program.

The goal of the program is to prepare you for intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national, and global communities.

The program is designed to increase your knowledge and skills in the following areas:

Knowledge Goals:
1. The major areas of human investigation and accomplishment—the arts, the humanities, the mathematical sciences, the natural sciences, and the social sciences.
2. An understanding of one's own culture and the cultures of others.
3. An understanding of how academic study connects to issues in the world.

Skills goals:
1. Written communication is the practice of creating and refining messages that educated readers will value.
2. Oral communication is the practice of effectively communicating verbally with a public audience across a variety of contexts.
3. Critical and creative thinking uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing.
4. Information Literacy is the process of locating, evaluating, and using multiple forms of information.
5. Quantitative literacy is a competency and comfort in working with numbers.
6. Ethical reasoning is a decision-making process based on defining systems of value.
7. Collaboration is the process of working together and sharing the workload equitably to progress toward shared objectives.
8. Problem solving is the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals.
9. Integration is the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations.

Ensuring that undergraduate students receive a broad general education has been a primary goal of colleges and universities since their inception. In this era of increasing specialization and growing demand for professional expertise, it is vital that we continue to emphasize the value of general learning.
GVSU maintains that a complete education involves more than preparation for a particular career. A career occurs in the context of a life, and a sound general education helps one “make a life” as well as “make a living.” The university is committed to assuring that all undergraduate students, regardless of academic major, receive a broad education rooted in the arts and sciences.

Teaching in the liberal tradition is at the heart of Grand Valley's identity, and this focus is critical in our General Education Program. Liberal education transcends the acquisition of information; it goes beyond the factual to ask important evaluative and philosophical questions. Liberal learning holds the fundamental principles and suppositions of a body of knowledge up to inquiry, question, and discussion. It helps a person recognize the assumptions under which he or she operates and encourages the examination and questioning of those assumptions. Liberal learning begins in the General Education Program and continues through the more specialized studies comprising each student's major and minor areas of study.

*Grand Valley State University educates students to shape their lives, their professions, and their societies.*

**ENRICHMENT ACTIVITIES**

**Learning about Psychological Research**

Students are required to participate in activities designed to acquaint them with the nature and variety of research in psychology. **Students participate in four research-related enrichment activities.** There are two different kinds of enrichment activities, and students can opt which to do. Option 1 involves participating in research studies, while Option 2 involves reading and writing about papers that report research in scholarly journals. Students can meet the requirement by doing multiple versions of either option, including mixing activities from the two options.

**OPTION 1: PARTICIPATION IN PSYCHOLOGICAL RESEARCH**

**Objective**

The objective of this assignment is for you to gain direct experience with psychology research studies and what it is like to participate in them. In class we shall discuss the social psychology of psychology research and how experimental designs take into account the expectations and beliefs of the participants. By participating in studies yourself, you can gain an understanding of the strengths and limits of psychological research. Psychology Department faculty and their research assistants perform the studies, all of which have been reviewed and approved by the university’s Institutional Review Board.
**Online Registration**
To participate in studies, you must register on the *Study Scheduling System*, accessible from the Psychology website (http://www.gvsu.edu/psychology/). The vendor maintains a strict policy protecting privacy and confidentiality. (This policy is available for review in the Psychology Office.) Navigating the Study Scheduling System is straightforward, and if you need guidance, detailed instructions are available on the Psychology website.

**Prescreening Survey**
An on-line prescreening questionnaire is available during the first two weeks of the semester. Completing this survey counts as one Enrichment Activity. It will appear the first time that you log into the *Study Scheduling System*, and you can access it from your My Profile page. If you opt to complete the survey, plan to complete it in a single, one-hour sitting. Several of the studies taking place later in the semester determine eligibility according to the responses on the Pre-Screening Survey, so completing it may increase the number of studies you will be eligible to choose. (You will receive invitations based on the Pre-Screening responses.) **The last date to participate in the prescreening survey is Tuesday, January 20.**

**Participating in Studies**
Register for studies on the Study Scheduling System. Before you sign up to participate in a study, review any listed restrictions (for example, “left-handed people only”). If you sign up for a study and you do not meet the eligibility restrictions, you will not receive credit for the study.

Arrive before the scheduled time, as studies start punctually. You will be given a description of what participating in the study will involve, and you will be asked for your consent before the study begins. If you then choose not to participate, you may leave without penalty. You can check to see that you have received credit for completion by selecting My Schedule/Credits, but please allow at least one week after a study before checking.

If you sign up for a study but cannot attend, please cancel your session on-line.

**Under 18**
Special rules apply to students who are under 18. If you are under 18, please use Option 2, or before participating in studies, see the Subject Pool Secretary, Nicole O’Leary, for information about permission requirements.

**Need Help?**
For assistance registering for studies, please contact Nicole O’Leary, the Psychology Subject Pool Secretary, who can be reached in the Psychology Department Office (2224 Au Sable Hall, 616-331-2195), or by sending an email to: psychlab@gvsu.edu.

**Option 1 Deadline**
The last day to participate in studies is Tuesday, April 14.
OPTION 2: PAPERS ON RESEARCH IN SCHOLARLY JOURNALS

A second Enrichment Activity option is to read a selected journal article and then write a brief report on the article.

Summary of the Assignment
Pick a current, empirical article from a psychological journal that is listed below. Read the abstract, introduction, and conclusions of the article and skim the remainder of it to understand the gist. You are not expected to understand the details of the article; your task is to understand the article's general thrust, content, and conclusions. Write a brief summary (as detailed below) to document your reading. Do not copy or paraphrase the abstract. Be sure to use your own words.

Objective
The objective of this assignment is to broaden your understanding of psychological research, and how it is conducted. This is important because psychology, as a science, is based on research. To understand psychology, it is important to understand its scientific basis.

Selecting an Article
Choose a current article, published in 2013 or 2014, that reports an empirical psychological study. (i.e. one that is based on the collection of data. Reviews, meta-analyses, and other comparisons of studies from separate researchers are not appropriate for this assignment. Your article should include sections labeled “Methods” and “Results.”) Note that there are other journals, not acceptable for this assignment, which have misleadingly similar names. Make sure the title of the journal matches exactly one on this list:

- Behavioral Neuroscience
- British Journal of Educational Psychology
- Canadian Journal of Psychology
- Developmental Psychology
- European Journal of Social Psychology
- Experimental and Clinical Psychopharmacology
- Health Psychology
- Journal of Abnormal Psychology
- Journal of Applied Psychology
- Journal of Comparative Psychology
- Journal of Consulting and Clinical Psychology
- Journal of Counseling Psychology
- Journal of Educational Psychology
- Journal of Experimental Psychology: General
- Journal of Experimental Psychology: Animal Behavior Processes
- Journal of Experimental Psychology: Applied
- Journal of Experimental Psychology: Human Perception and Performance
- Journal of Experimental Psychology: Learning, Memory, and Cognition
Finding the Journals
Most of the journals are available electronically through databases you can access through the GVSU Library website. You can watch a video showing how to access the journals by going to http://libguides.gvsu.edu/psych and then clicking on the Psychology Journals tab. Access the journals only through the GVSU Library, not other sources or websites, as such materials may be incomplete or from the wrong journal.

Documenting Your Reading
Write a brief, double-spaced paper summarizing the article. The body of your essay should contain three sections, each between 100-300 words. Start each of the three sections with a heading, copying the exact words for each heading described below. Under each heading write a well-organized paragraph that specifically addresses the question posed in the heading:

1. What question or questions does the article address?

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

3. What answers does the article provide?

The Paper Must Be Your Own Work and Written in Your Own Words
At the core of Grand Valley State University’s policy on plagiarism (described in the catalog and in the Student Code) is the principle that “[a]ny ideas or material taken from another source… must be fully acknowledged.” This means that your paper must be written strictly in your own words, and it must acknowledge any ideas that you take from another source. Avoid quoting from the article, but any phrases quoted must be placed in quotation marks, even if the phrases are only two or three words long. Words or ideas borrowed from a source other than the target article should be acknowledged and completely referenced. If you turn in a paper that violates this policy, you may receive a failing grade for the course.
Required Identifying Information
At the top left-hand corner of the first page of your summary, put your name, your student number (G-number), your professor’s name, your section, and the date. Immediately below this, provide a full reference to the article, with the information in the following order: Names of all authors (last name, comma, initials), the year of publication (in parentheses), the exact title of the article, the full name of the journal, the volume number, and the page numbers. This reference information must be complete and accurate for you to receive credit for the paper.

To the back of your summary, staple a photocopy of the first page of the article that you read. Make sure that the photocopy includes the exact name of the journal, the title of the paper, the volume number, the page numbers, and the abstract and first paragraph of the article. If you copy from the printed journal, all of the required information will usually be on the first page of the article, but if you download the article from a library database, you may have to print several pages to make sure all the required information is present.

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

Option 2 Deadline
If you choose to write these papers to fulfill all or part of your Enrichment Activities, they must be submitted through Blackboard by Tuesday, April 14.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned*</th>
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<tbody>
<tr>
<td>Tues. Jan. 6</td>
<td>Course Intro History of Psych</td>
<td>Prologue</td>
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<tr>
<td>Thurs. Jan. 8</td>
<td>Research Methods</td>
<td>Ch. 1</td>
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<td>Tues. Jan. 13</td>
<td>Research Methods</td>
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<tr>
<td>Thurs. Jan. 15</td>
<td>Biology and drugs</td>
<td>Ch. 2</td>
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<tr>
<td>Mon. Jan. 19</td>
<td>Sybrina Fulton’s presentation at 1:30 pm in GVSU Fieldhouse</td>
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<tr>
<td>Tues. Jan. 20</td>
<td>Biology and drugs</td>
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<td>Thurs. Jan. 22</td>
<td>Brain and behavior</td>
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<td>Tues. Jan. 27</td>
<td>Sensation and Perception</td>
<td>Ch. 6</td>
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<td>Thurs. Jan. 29</td>
<td>Sensation and Perception</td>
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<tr>
<td>Tues. Feb. 3</td>
<td><strong>Exam 1</strong></td>
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<td>Thurs. Feb. 5</td>
<td>Classical Conditioning</td>
<td>Ch. 7</td>
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<td>Tues. Feb. 10</td>
<td>Operant Conditioning and observational learning</td>
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<td>Thurs. Feb. 12</td>
<td>Memory</td>
<td>Ch. 8</td>
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<tr>
<td>Tues. Feb. 17</td>
<td>Memory</td>
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<tr>
<td>Thurs. Feb. 19</td>
<td>Memory</td>
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<tr>
<td>Tues. Feb. 24</td>
<td>Motivation and Emotion</td>
<td>Ch. 11 (pp. 402-419)</td>
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<td>Ch. 12 (pp. 458-486)</td>
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<tr>
<td>Thurs. Feb. 26</td>
<td><strong>Exam 2</strong></td>
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<tr>
<td>Tues. Mar. 3</td>
<td><strong>No class-Spring Break!</strong></td>
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<tr>
<td>Thurs. Mar. 5</td>
<td><strong>No class-Spring Break!</strong></td>
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<tr>
<td>Fri. Mar. 6</td>
<td>Deadline for withdrawing from a class</td>
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<tr>
<td>Tues. Mar. 10</td>
<td>Infant and Child Development</td>
<td>Ch. 5</td>
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<tr>
<td>Thurs. Mar. 12</td>
<td>Adolescent and Adult Development</td>
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<tr>
<td>Tues. Mar. 17</td>
<td>Gender and Sexuality</td>
<td>Ch. 11 (pp. 420-437)</td>
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<tr>
<td>Thurs. Mar. 19</td>
<td>Gender and Sexuality</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
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<td>Tues. Mar. 24</td>
<td>Personality</td>
<td>Ch. 13</td>
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<td>Thurs. Mar. 26</td>
<td>Personality</td>
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<tr>
<td>Tues. Mar. 31</td>
<td>Social Psychology</td>
<td>Ch. 14</td>
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<td>Thurs. Apr. 2</td>
<td>Social Psychology</td>
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<td>Tues. Apr. 7</td>
<td>Psychological Disorders</td>
<td>Ch. 15</td>
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<td>Thurs. Apr. 9</td>
<td>Psychological Disorders</td>
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<tr>
<td>Tues. Apr. 14</td>
<td>Therapy</td>
<td>Ch. 16</td>
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<td>Thurs. Apr. 16</td>
<td>Therapy</td>
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<tr>
<td>Wed. Apr. 22</td>
<td>Section 15: Final Exam at 12:00-1:50</td>
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<tr>
<td>Thurs. Apr. 23</td>
<td>Section 17: Final Exam at 4:00-5:50</td>
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*Come to the next class period having read the assigned readings and be prepared to participate in class discussion.

**Disclaimer - Dates May Change**
I reserve the right to make changes in the course. Changes may include, but are not limited to, adjusting the course schedule and adjusting assignments. The changes would be based on adjustments to the learning process, student participation, and assessment strategies based on the learning outcomes for the course. Any changes will be announced in class.