PSY 101 – Introductory Psychology
Fall, 2014

Instructor: Prof. Don Paszek
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Email: paszekd@gvsu.edu
Office Hours: MWF 1-2, and by appointment

Section 18   MWF 10-10:50   2302 ASH

Optional: There are additional study aids available to accompany the text, including a printed student study guide and an online study guide through the text website.

Course Description and Objectives: This course is designed to provide a broad overview of psychology, the scientific study of human behavior. As you will see, the field is a broad one, covering many areas of behavior: biological, the brain and nervous system, perception, development, learning and memory, cognition, intelligence, motivation, emotions, personality, social behavior, psychological disorders, and therapy. We will be examining some of the current knowledge in these areas of study. In doing so, we will examine the scientific research methodologies used to gather this knowledge. There will be discussion of the basic concepts and principles, along with the psychological theories psychologists use to integrate and understand the information they have gathered. It will also be important to see the application of this knowledge to one’s everyday life and experiences. In essence, you will see what it is that psychologists do; how they think and act, how they use scientific principles of inquiry, ethical reasoning, a healthy skepticism, and critical thinking (and how they enjoy what they are doing and have fun doing it).

Exams:
Exam 1   Fri., Sept. 19
Exam 2   Mon., Oct. 13
Exam 3   Fri., Oct. 31
Exam 4   Fri., Nov. 21
Final Exam (Exam 5)   Tues., Dec. 9, 12-1:50

Each exam will consist of multiple choice questions. Each exam will be worth 100 points (regardless of the number of questions). Exams 1-4 will cover only material presented since the previous exam (both text and class material). The final exam (exam 5) will be cumulative, covering information from the entire course.

Attendance & Exam Policy: You are expected to be in class and are responsible for everything that goes on in class. Should you miss class for any reason, it is your responsibility to find out what went on in class. You are also expected to take exams on days scheduled. If you should have a legitimate reason for missing an exam, you are expected to let me know before the exam (call/email and leave message), so a make-up exam can be arranged (in most cases, plan on taking make-ups immediately before the next class, if possible). I reserve the right to refuse to let you make up an exam if you do not contact me prior to the exam you miss, I do not feel your excuse is acceptable, or you repeatedly miss scheduled exams.

Enrichment Activities Assignment: Students are required to participate in four research-related activities to acquaint them with the nature and variety of these experiences in psychology. A more detailed description is given later in this syllabus. Completion of each activity is worth 10 points. Thus, completing the four required activities = 40 points total. Wed. Dec. 3, is the final day written summaries of journal articles (option 2) will be accepted. No exceptions.

Grades: Final grades will be based on the total points you have accumulated for the entire course divided by the total possible points for the course (540), times 100 (thus converted to a % final grade). This means I will calculate the total of your five exam scores plus the enrichment activity assignment score, divide that total by 540, and multiply that by 100 to get your final grade. Grades will be assigned according to the following distribution:

A = 93-100%  B+ = 87-89.9%  C+ = 77-79.9%  D+ = 67-69.9%
A= 90-92.9%  B = 83-86.9%  C = 73-76.9%  D = 60-66.9%
B-= 80-82.9%  C- = 70-72.9%  F = 0-59.9%
Extra Credit: There will be no opportunities for extra credit, so it is extremely important to put your maximum effort into your required work.

Academic Integrity: You received a Student Code when you entered GVSU, which contains very strict policies for academic integrity and honesty. This includes policies on what constitutes cheating and plagiarism. I have no tolerance for either, so familiarize yourself with the policies if needed. Ignorance is not an excuse. It is really rather simple. If you are using someone else’s work or ideas and are not giving them credit, that would be a no-no. On a paper it would be plagiarism, on an exam (looking at their answers) it would be cheating.

Annoyances of Mass Distraction: This section should not be needed (and is not needed for about 90% of you, and I thank you in advance). Yet here it is for the rest: You are here to give your full attention to this class. If I feel you are being annoying or a distraction, either to yourself, to other students, or to me as the instructor, I will tell you to leave. That covers most everything, but a few comments to add.

I do not want to see a phone (or similar e-device). Turn it off and put it away. I am serious. A turned off phone on a desk, even if not being used or touched is Not Acceptable! I will tell you to leave.

You may use a laptop (or like device) to take notes IF you sit in the front row (or two, maybe) and you use it to take notes ONLY and you clearly show through your actions that this is all that you are doing. You must also talk to me first to get my approval, and convince me you will not use it for other purposes during class time.

I also find that when two students are continually talking throughout the class it is extremely annoying, distracting, and rude (so don’t get that surprised look on your face when I tell you to leave).

If you have a very legitimate reason for needing to have a device available, please talk to me ahead of time and get my approval.

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<thead>
<tr>
<th>DATE</th>
<th>COURSE OUTLINE</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>Aug.25-29</td>
<td>Introduction, What is Psychology?</td>
<td>Chpts.1,2,3,4</td>
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<td>Sept. 1</td>
<td>No class-Labor Day recess</td>
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<td>Sept. 3-5</td>
<td>Thinking Critically, The Science of Psychology, Conducting Research</td>
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<td>Sept. 8-12</td>
<td>The Biology of the Mind, The Brain and Nervous System, Consciousness</td>
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<td>Sept. 15-19</td>
<td>Nature, Nurture, and Human Behavior</td>
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<td></td>
<td>FRI.-Exam 1 (Chpts. 1,2,3,4)</td>
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<td>Sept. 22-26</td>
<td>Human Development, Sensation and Perception</td>
<td>Chpts. 5,6,7,8</td>
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<td>Sept.29-Oct.3</td>
<td>Learning</td>
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<td>Oct. 6-10</td>
<td>Memory</td>
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<td>Oct. 13-17</td>
<td>MON.-Exam 2 (Chpts. 5,6,7,8)</td>
<td>Chpts. 9,10,11,12</td>
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<td>Oct. 20-24</td>
<td>Intelligence, Motivation and Work</td>
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<td>Oct.27-31</td>
<td>Emotions, Stress, and Health</td>
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<td>FRI.-Exam 3 (Chpts. 9,10,11,12)</td>
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<td>Nov. 3-7</td>
<td>Personality</td>
<td>Chpts. 13,14,15,16</td>
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<td>Nov. 10-14</td>
<td>Social Psychology</td>
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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 activity, 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 three 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, September 9.

**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 see the Psychology Subject Pool Secretary, Nicole O’Leary, for information about permission requirements before participating in studies.

**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, December 2.

**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. Be sure to use your own words. Do not copy or paraphrase the abstract.

**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 2012 or 2013, 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
- Journal of Family Psychology
- Journal of Mental Retardation
- Journal of Personality and Social Psychology
- Journal of Social Issues
- Mental Retardation
- Neuropsychology
- Personality and Social Psychology Bulletin
- Psychological Assessment
- Psychological Science
- Psychology and Aging
- Psychology of Women Quarterly
- Reading Research Quarterly
- Sex Roles, a Journal of Research (a.k.a. Sex Roles)

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. 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
The due date for the Option 2 Enrichment Activity assignments is Wed., Dec. 3.
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.*