

PSY101, Section 23: **Introductory Psychology**
Fall 2017

Instructor: Dr. Brent Steffens

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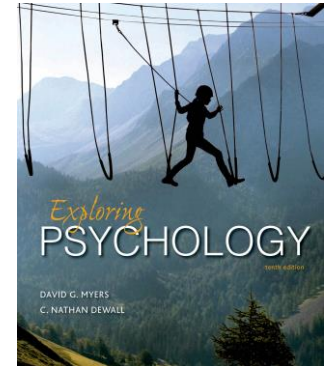
Office: 2112 Au Sable Hall

Office Hours: Monday 1-3pm, Wednesday 10-11am, or by appointment

Office Phone: 616-331-2407 (email is faster)

Meeting Time: MWF, 8-8:50am

Room: ASH2320



Required Course Materials

Myers, D. G., & DeWall, C. N. (2016). *Exploring Psychology*, 10th Edition.

Worth Publishers: New York

Course Topic & Learning Outcomes

The goal of this class is to survey a variety of areas of Psychology that investigate why and how human behavior occurs, what influences behavior, and ways that we can influence behavior. We will therefore discuss theory and studies from the areas of neuroscience, human development, cognition and thinking, personality, motivation and emotion, social psychology, and clinical psychology.

Through the course, you will gain an appreciation for the different perspectives that have emerged in the field of psychology. Without a doubt, there will be times that the content is challenging. However, it is also what makes the field absolutely fascinating. I hope that you will find the content just as fascinating as I do.

Besides the content, you will have the ability to practice critically reading and evaluating psychological research. Reading about research helps you begin to understand how psychological science works. Having a critical eye for the important details of research will not only help if you are hoping to enter a research field, but can also help you become a more careful and cautious consumer of scientific news.

You should try to use every resource for you to learn and get something out of the course. That means me, the class, the book, and any exercises I assign. I expect and assume that you will have read (and reread) the assigned chapters by the dates specified below. You will find the lectures more understandable and interesting if you read the chapters ahead of time. Come to class and ask questions about something in the book or something relevant that interests you. There will always be time for questions and discussion.

Determination of Grades

TASK		POINTS
Handbook		15 pts.
Exam 1, 2, & 3	3 exams x 40 pts. each	120 pts.
Final Exam		60 pts.
Article Readings	4 articles x 10 pts. each	40 pts.
Article Reflection (due Nov. 20)	1 article x 10 pts.	10 pts.
Enrichment Activities	4 activities x 5 pts. each	20 pts.
Enrichment Activity Extra	2 activities x 5 pts. each	10 pts.
Credit		
Total points without extra credit: 265		

Handbook

Part of our discussion during the first week will include the content from a handbook. This handbook includes reading, suggested strategies to use throughout the semester, as well as questions and other activities. It will be completed online; the link can be found on Blackboard. **It must be completed by Wednesday, 9/6/17, by midnight (next Wednesday).**

Exams

There will be four exams throughout the semester. The first three exams will cover a different portion of the course, and the final exam will be cumulative. Each test will cover information from **the class lectures and from the book**. A study guide will be posted about 2 weeks before each exam date.

Article Readings

There are four article assignments throughout the semester. This is separate from Enrichment Activity Option 2 (see below). Each article and a set of questions will be posted to Blackboard 2 weeks prior to the in-class discussion date. Before the discussion, you will need to read the article and answer the questions. On the day of the discussion, **you must bring in a) a copy of the article, and b) TWO copies of your responses**. One copy will be turned in at the beginning of class, and the other will be used during the discussion and turned in at the end. **Your grade will be based on both**.

Please keep in mind:

- 1 – You must bring in your responses, AS DESCRIBED ABOVE. Failure to do so will result in points being deducted.
- 2 – All work must be your own. Using anyone else's work (including other students) as your own will be considered plagiarism, and will be reported to the Dean.

Article Reflection

Due to a conference, class will be canceled on November 17th (see calendar on last page). An article will be posted to Blackboard for you to read. After reading the article, you will need to write a 1 page reflection (double spaced, Times New Roman, 12 pt. font. The first half of the reflection should be a BRIEF ½ page summary of the article, **IN YOUR OWN WORDS**. The second half of the reflection should be your thoughts on the article. You can include critiques, questions, or applications to your life. The goal of this activity is to encourage you to think critically about the article (i.e., not just to read and be done with it). This reflection is due **IN CLASS** on **November 20th** (the following Monday).

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 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 may receive invitations based on the Pre-Screening responses.) The last date to participate in the prescreening survey is **Sunday, September 10th**.

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, Jeff Nolan, for information about permission requirements before participating in studies.

Need Help?

If you need assistance registering for studies, please contact Jeff Nolan, 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 5th**.

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.

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.

Alternatively, the list of approved journals has been compiled into a simple list that can be found at the following url: <http://libguides.gvsu.edu/c.php?g=108342&p=3659673>. You simply need to click on the journal you would like to use, and a search will pop up. You can then use the search engine to find **an article from 2016 or 2017**.

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
 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

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. The last day to participate in studies is **Monday, December 4th**.

Grade Assignment Scale:

Points (%)	Grade	Points (%)	Grade
≥ 93	A	77 – 79.9	C+
90 - 92.9	A-	73 – 76.9	C
87 – 89.9	B+	70-72.9	C-
83 – 86.9	B	60 – 69.9	D
80 – 82.9	B-	≤ 59.9	F

Course Guidelines

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. To create and preserve a classroom atmosphere that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in this classroom in a manner that does not disrupt teaching or learning.

1. Class begins promptly at the beginning of the class period. Students should be in their seats and ready to start participating at that time.
2. **For Tests:** If you arrive late for a test that has already started, you may take the test for the remaining amount of time allotted for that test.
3. Students caught cheating will be dealt with severely, in accordance with the Grand Valley State University regulations. Students will not be allowed to retain copies of exam questions.
4. Students will stay until the end of class and will not pack up early, before that time.
5. Students who have to arrive late or leave early for a compelling reason, will inform me of that fact in advance and should be seated close to the door.
6. **PHONES:** TURN YOUR PHONE ON SILENT. Please stay off your phone during class. Please, come ready to focus for the 50 minute class. It's not all day.
7. **OTHER ELECTRONICS:** Other electronics, including laptops, tablets, or other devices are not allowed in class.
8. Students will pay attention during class: no talking while another classmate or the professor is talking, no reading newspapers, no doing work for other classes. Students who are asked to leave for the day for engaging in these behaviors will do so quickly and quietly.

9. Students are responsible for all material presented in class whether or not they are present. This material includes the lectures, discussions, and activities. Students who miss class should obtain lecture notes and handouts from another student. Please bring these notes to my office hours so I can be most helpful.
10. I am a challenging teacher but provide many opportunities for you to get help. It is your responsibility to ask for help when you need it (e.g., attend office hours, read the book, go to the learning or writing center). If some material is unclear, please let me know. Most of the lectures require you to apply the knowledge learned in class and in readings, so it is critical that you really understand the material. I truly enjoy questions in class – it makes the class more interesting to me and informative to other students. Chances are, if you have a question, others have that same question but is too shy to ask it. When you do want to ask a question, raise your hand and wait for me to call on you.
11. Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom. When speaking, use courteous, respectful language and keep comments and questions relevant to the topic at hand.
12. Students have a responsibility to themselves, their fellow classmates, and the professor to be prepared and to participate in classroom discussions. Learning is an interactive process.
13. Students are also responsible for being aware of all assignments, exam dates, and other course scheduling information.

I will feel no compunction reminding you about violation of rules and will ask you to leave if you negatively influence the learning environment.

Class attendance. It is expected that you notify me by email about your absence before the class has started. I teach content that may go beyond what is in the book, and this material will be on the exams. It is therefore critical that you regularly attend class in order to learn this content.

Receiving assistance. If you are in need of accommodations due to a learning, physical, or other disability you must present a memo to me from Disability Support Resources (DSR), indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the Disability Support Resources office (4015 JHZ) by calling 331-2490 or email to dsrgvsu@gvsu.edu. Please note that I cannot provide accommodations based upon disability until I have received a copy of the DSR issued memo. All discussions will remain confidential.

Course Recommendations

Be proactive. Act *early* in the semester if your grades are falling below what you hoped for. There is NOTHING you can do to increase a poor grade to a better one the week before finals. Grades ARE FINAL at the end of term.

Team work. I strongly encourage students to exchange contact information with 1-2 students. You are responsible for all material presented in class, so if you miss a day please get in contact with another student to ask for their notes.

Check your email. Whenever a new announcement, or other notice is posted to Blackboard, an email is sent to your GVSU G-ID email account. I would advise checking your email at least once a day to make sure you do not miss any important updates.

Nourishment. You are welcome to eat a snack or sip a beverage during class if it helps you get there on time or focus. Please be considerate of classmates in your choices (e.g. no noisy / messy / smelly food).

Course Dates
Tentative Fall 2017 Semester Schedule

Dates	Topics	Chapters in Exploring Psychology
August 28	Class Overview/Syllabus	
August 30, September 1	Introduction to Psychology / Strategies for Learning	1
September 4	NO CLASS: Labor Day	
September 6, 8, 11	The Biology of Behavior HANDBOOK DUE SEPTEMBER 6	2
September 13	Article 1 Discussion Day	Download Article from Blackboard
September 15, 18, 20	Developing Through the Life Span	4
September 22, 25, 27	Learning	7
September 29	Friday, September 29: Exam 1 (chapters 2, 4, 7)	
October 2, 4, 6, 9	Memory	8
October 11	Article 2 Discussion Day	Download Article from Blackboard
October 13, 16, 18	Thinking, Language, and Intelligence	9
October 20	Friday, October 20: Exam 2 (chapters 8, 9)	
October 23, 25, 27	Motivation and Emotion	10
October 30, November 1, 3, 6	Social Psychology	12
November 8	Article 3 Discussion Day	Download Article from Blackboard
November 10, 13	Personality	13
November 15	Wednesday, November 15: Exam 3 (chapters 10, 12, 13)	
November 17	NO CLASS: CONFERENCE	
November 20	Psychological Disorders Article Reflection Due IN CLASS	14
November 22-24	NO CLASS: HAPPY THANKSGIVING!	
November 27, 29	Psychological Disorders cont'd	
December 1	Article 4 Discussion Day	Download Article from Blackboard
December 4	Treatment	ENRICHMENT ACTIVITY OPTION 2 DUE
TUESDAY, DECEMBER 5TH – ENRICHMENT ACTIVITY OPTION 1 DEADLINE		
December 6, 8	Review for Final	
December 11	Monday, December 11, 8-9:50am: Final Exam (cumulative)	