PSY 101: INTRODUCTORY PSYCHOLOGY, Fall 2014
10:00-10:50 PM MWF, 174 Lake Ontario Hall

Instructor: Glenn R. Valdez, Ph.D.
Office: 1313 AuSable Hall
Office hours: MWF, 1:00 PM-2:00 PM and by appointment
Phone: 616-331-3798 (office)
Email: valdezg@gvsu.edu


Course Homepage on Blackboard: http://bb.gvsu.edu. Pertinent information (e.g., announcements, syllabi, lecture notes, etc.) will be available on blackboard.

Course Description: This course provides a general survey of psychology, the scientific study of behavior and experience, including overt actions and mental activity. My main goal is to introduce you to psychology within the following context.

1) Psychology is the SCIENTIFIC study of behavior. Psychologists use a critical scientific approach to understand the world around them. This allows one to skeptically evaluate information he/she is provided with in order to valid conclusions regarding his/her observations.

2) Psychology is a multi-disciplinary field. Although you may hear about different fields within psychology (e.g. cognitive psychology, social psychology, behavioral neuroscience, etc.), these sub-disciplines interact in order to help us fully understand behavioral phenomena.

Course Attendance: Role will not be taken and attendance is not mandatory. You are, however, responsible for all announcements and lecture materials presented in class. In addition, exams will include material that is covered in class that is NOT in the textbook. Therefore, you are strongly encouraged to attend every class. There will also be two in class group projects. These assignments cannot be made up and you will receive a grade of 0 if you are not present.

Office Hours: If you cannot make it to my regular office hours, please feel free to schedule an appointment at another time. I also keep and open door policy so feel free to stop in anytime my door is open.

Exams: There will be three, non-cumulative exams and a cumulative final emphasizing the last topics covered, that will be worth 100 points each. The exams will contain multiple choice questions and will be based on both readings and lectures. If you are unable to attend an exam due to an illness or family emergency, please notify me in writing (before the exam if possible) and be prepared to provide documentation of the problem and complete a make-up exam promptly. If you miss an exam and do not provide the appropriate documentation, you will receive a grade of 0 for that exam.
**Quizzes:** There will be a weekly online quiz posted on blackboard based on the assigned textbook chapter for the week. The quizzes will consist of 10 multiple choice questions worth one point each. Quizzes must be completed by **11:59 PM on the due dates listed below** in order to receive credit.

**In Class Group Assignments:** There will be three group discussion assignments to be completed in class worth 5 points each. Discussion material will be presented in class, followed by small group discussion. Each group is to turn in a brief summary of their discussion by the end of the class period. Assignments will be graded on the following scale: Satisfactory – 5 points, Acceptable – 3 points, Unsatisfactory – 1 point.

**Course Grades:** Grades will be based on your performance on examinations, group assignments and completion of enrichment activities. Completion of the Enrichment Activities will count towards 5% of your grade according to the following scale.

<table>
<thead>
<tr>
<th>Enrichment Activity Credits</th>
<th>Points</th>
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<tbody>
<tr>
<td>4</td>
<td>100</td>
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<tr>
<td>3</td>
<td>85</td>
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<td>2</td>
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<td>65</td>
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Your lowest exam grade will count towards 10% of your final grade and the other 3 exams will each count towards 25% of your final grade.

- Lowest Exam: 10%
- Exam: 20%
- Exam: 20%
- Exam: 20%
- Quizzes: 15%
- Group Assignments: 10%
- Enrichment Activity: 5%

Letter grades will be assigned according to the following scale:

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

If there is any student in this class who has special needs because of a learning, physical or other disability, please contact the Disabilities Support Resources (DSR) Program in the Advising Resources and Special Programs Unit at 331-3588.

**Tentative Course Schedule (Dates are subject to change):**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Quiz Due Date</th>
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</thead>
<tbody>
<tr>
<td>8/25-8/29</td>
<td>What is Psychology</td>
<td>ch 1</td>
<td>8/29</td>
</tr>
<tr>
<td>9/3-9/8</td>
<td>Psychology’s Scientific Methods</td>
<td>ch 2</td>
<td>9/8</td>
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<td>9/8</td>
<td>Group Assignment:</td>
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<td></td>
<td>What is a good hypothesis?</td>
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<tr>
<td>9/10-9/15</td>
<td>Biological Foundations of Behavior</td>
<td>ch 3</td>
<td>9/15</td>
</tr>
<tr>
<td>9/17</td>
<td>Exam 1</td>
<td></td>
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<tr>
<td>9/19-9/22</td>
<td>Sensation &amp; Perception</td>
<td>ch 5</td>
<td>9/22</td>
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<td>9/24-10/1</td>
<td>Learning</td>
<td>ch 6</td>
<td>10/1</td>
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<tr>
<td>10/1</td>
<td>Group Assignment:</td>
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<tr>
<td></td>
<td>“Super Nanny” and Behaviorism</td>
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<td>10/3-10/8</td>
<td>Memory</td>
<td>ch 7</td>
<td>10/8</td>
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<td>10/10</td>
<td>Exam 2</td>
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<td>10/13-10/15</td>
<td>Cognition</td>
<td>ch 8</td>
<td>10/15</td>
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<tr>
<td>10/17-10/22</td>
<td>Human Development</td>
<td>ch 9</td>
<td>10/22</td>
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<tr>
<td>10/24-10/27</td>
<td>Motivation &amp; Emotion</td>
<td>ch 10</td>
<td>10/27</td>
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<td>10/29-10/31</td>
<td>Human Sexuality</td>
<td>ch 11</td>
<td>10/31</td>
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<tr>
<td>11/3</td>
<td>Exam 3</td>
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<tr>
<td>11/5-11/7</td>
<td>Personality</td>
<td>ch 12</td>
<td>11/7</td>
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<tr>
<td>11/10-11/17</td>
<td>Social Psychology</td>
<td>ch 13</td>
<td>11/17</td>
</tr>
<tr>
<td>11/14</td>
<td>Group Assignment:</td>
<td></td>
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<tr>
<td></td>
<td>Social Influence and Group Dynamics</td>
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11/19-12/5   Psychiatric Disorders and Treatment ch 15 & 16   12/5

11/21   Final day to turn in written enrichment activity assignment

12/2   Final day to participate in experiments

Final Exam:  Tuesday 12/9, 12-1:50 PM
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, 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 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, 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 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
- 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
- Psychology of Women Quarterly

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**
See your instructor for the due date on the Option 2 Enrichment Activity assignment.
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 culture of others.
3. An understanding of how academic study connects to issues in the world.

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

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.*