Introductory Psychology (PSY 101), Fall 2025, Sections 100 & 105
Syllabus with Schedule and Lab Manual
This course is Online and Asynchronous*
*An online, asynchronous class offers the flexibility to learn at your own pace within a set time frame, as long as you adhere to all firm due dates.

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Course Description: This course is guided by three overarching themes that frame our exploration of psychology:

Theme 1: Psychology as a Science
Psychology spans a wide array of topics, from the anatomy of the eye to mental health to user-centered design. But, at its core, it is the scientific study of human behavior. The scientific method offers the most rigorous standard of evidence, equipping us to evaluate claims like, "Is watching violence on TV harmless?" This approach enhances your ability to critically analyze persuasive messages in advertising, media, and popular culture. For example, while many people believe in "learning styles" (e.g., visual vs. auditory learners), research shows no evidence that tailoring instruction to these preferences improves learning[1]. Instead, evidence-based strategies like the "read-recite-review" method are proven to support retention[2]. Building scientific literacy helps distinguish pseudoscience from credible psychological research.

Theme 2: The Complexity of Human Behavior
Human behavior is influenced by a complex interplay of factors, resisting simplistic explanations such as "There are two kinds of people: the weak and the strong." Consider depression—a common, but often misunderstood condition. Depression is frequently mischaracterized as a simple "chemical imbalance," especially in pharmaceutical advertising. This oversimplification overlooks important contributors like life stressors and genetic predispositions. Moreover, selective publication of only the positive outcomes in antidepressant research has contributed to public misunderstanding[3]. A nuanced, evidence-based perspective is essential to fully understand such multifaceted issues.

Theme 3: Psychology's Practical Applications
Psychological science addresses real-world questions, such as: Does Ginkgo Biloba improve memory or exam performance? How risky is it to drive while talking on the phone? Why can my professor not hear the mosquito ringtone? Do we really use only 10% of our brains? Can stress increase our susceptibility to illness?

Through this course, you will explore the scientific foundations of human behavior and discover psychological principles apply to everyday life.

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[1] Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest, 9(3),* 105-119.
[2] McDaniel, M. A. et al. (2009). The read-recite-review study strategy: Effective and portable. *Psychological Science, 20(4),* 516-522.
[3] Turner, E. H., Matthews, A. M., Linardatos, E., Tell, R. A., & Rosenthal, R. (2008). Selective publication of antidepressant trials and its influence on apparent efficacy. *The New England Journal of Medicine, 358,* 252-260.

Please note: This course is subject to the GVSU policies listed at http://www.gvsu.edu/coursepolicies/

Objectives: Upon successful completion of this course, students will be able to:

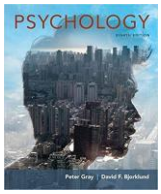
1. Demonstrate an understanding of the scientific process in Psychology.
2. Identify major psychological theories and use psychological terminology correctly.
3. Critically evaluate the findings of psychological research.
4. Recognize examples of how psychological concepts are applied to daily life.

Course homepage on Blackboard **(lms.gvsu.edu)**:

The course syllabus, announcements, lectures, assignments, grades, study guides, and more will be available on Blackboard.

Required eBook/textbook:

Gray, Peter O. & Bjorklund, David F. (2018). ***Psychology*** *(Eighth Edition)*.
ISBN-10: 1-319-01589-1; ISBN-13: 978-1-319-01589-3



You have several options for acquiring the textbook. Choose the one that works best for you!

1. **GVSU Save (default option):** Access the eBook via Blackboard and the cost is charged to your student account. If you want to obtain the textbook/eBook on your own, you may opt out by the deadline, and your student account will be refunded.

2. **If you opt out of the above**, then rent/buy a used copy of the textbook by looking on Chegg, Biblio, Amazon (e.g., https://www.amazon.com/Psychology-Peter-Gray/dp/1319015891), or similar. Get the **8th edition**. Prices vary.

Required reading: Available electronically via "Course Documents" in Blackboard.

Course Grade Formula: Course grades will be based on scores from the following, weighted activities.

Exam #1	15%
Exam #2	15%
Exam #3	15%
Noncumulative Final Exam (#4)	15%
12 (of 14) Laboratory Assignments	30%
4 Enrichment Activity Points	10%

Letter Grades will be calculated according to the following scale:

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

Forms of Evaluation: Your performance in this course will be assessed through three primary components: Exams, Laboratory Assignments, and Enrichment Activities.

I. Exams:

To assess your understanding of course material, there will be four exams, including a non-cumulative final exam. Exams will be administered via Blackboard and will be "open book", allowing you to refer to your class notes and readings. Questions on the exam will be based on the material covered in the: 1) lectures, 2) assigned readings, and 3) laboratory assignments discussed in class. While taking the exam, you may pause and resume within the exam's availability window. Note that only one question will appear on your screen at a time, and you cannot revisit previously answered questions. Your score (total number correct) will be displayed upon completion. Final grades will be adjusted using a curve after the exam period closes. Refer to the ***Weekly Schedule*** for exam dates. ***Make-up exams*** will be given for the following circumstances: Official university activities (e.g., participating in sporting events), illnesses, and extenuating circumstances. Please email the professor as soon as possible to explain the situation, and request permission for an alternate exam date.

II. ***Laboratory Assignments:***

The laboratory component aims to deepen your understanding of the scientific process in psychology. Outside of class, you will engage in web-based experimental replications of classic cognitive science studies. These experiments can be completed using GVSU computer labs or your personal computer. For each lab, it is essential to understand: the theoretical foundation of the investigation; procedures and methods, including independent and dependent variables; predicted outcomes (hypotheses); experimental results (expressed in statistics and graphs); potential limitations; and connections to class material and assigned readings. You are expected to submit reports for 12 of the 14 laboratory assignments by their respective due dates (see the ***Schedule***).

Refer to the ***Lab Report Requirement; Lab Report Format***; ***Getting Started at, and Retrieving Your Data from, the Online Psychology Lab***; ***Grading Lab Reports***, and the ***Sample Lab Report*** for guidance. Following these guidelines and resources will support the successful completion and submission of your lab reports.

Lab Reports Requirements: Lab reports must meet the following criteria.

Format and Organization

- The report must be typed and include all eight required components, clearly numbered (1–8) for ease of reference.
- If any component is omitted, a brief explanation must be provided.

Adherence to Guidelines

- Students are expected to follow the instructions outlined in the ***Lab Report Format***.
- Instructional language should not be copied verbatim; rather, it should be thoughtfully integrated into original responses where applicable.

Clarity and Precision

- All writing must be clear, concise, and grammatically correct.
- Complete sentences and proper spelling are required throughout.
- The report should demonstrate logical organization and coherence.

Depth of Analysis

- Responses to Item #7 (Critique) and Item #8 (Future Directions) must reflect original thought and critical analysis.
- Superficial or one-sentence answers are not acceptable; each response should be a minimum of three well-developed sentences.

File Preparation and Submission

- Reports must be prepared using Microsoft Word or a comparable word-processing application.
- The final document must be uploaded directly to Blackboard; submissions via shared links or email will not be accepted.

Timeliness of Submission

- Reports are due by the stated deadline.
- Late submissions will be accepted for up to one week following the due date and will incur a 30-point deduction.
- Reports submitted more than one week past the deadline will receive a grade of zero.
- Please retain a copy of your report for your records, as it may serve as proof of completion and assist with exam preparation.

Lab Report Format:

1. **Lab Identification:** Begin with a complete sentence that includes the name of the lab and the date you completed the activity. If the lab was completed via the Online Psychology Lab, also include your *ExperimentalResultsID*.
2. **Data Submission:** Introduce your data with a statement such as, "My data are presented below," and paste your summary data. If the lab was completed via the Online Psychology Lab, use your *ExperiementalResultsID* to look up your summary data by following the instructions (see ***Retrieving your data from the Online Psychology Lab).***
3. **Independent and/or Predictor Variables:** Identify the independent and/or predictor variable(s) and explain how they were measured or manipulated.
4. **Dependent Variables:** Identify the dependent variable(s) and explain how they were measured.
5. **Hypothesis:** Clearly state the experimental hypothesis being tested.
6. **Data Interpretation:** Evaluate whether your results are consistent with the predicted outcomes, providing a brief rationale.
7. **Critical Evaluation:** Offer a thoughtful critique of the experiment, considering alternative explanations for the observed outcomes. Address potential methodological limitations, overlooked variables, or other relevant weaknesses. Avoid repeating critiques used in other reports; each should be unique and specific to the current experiment.
8. **Future Directions:** Propose specific ways to improve or extend the investigation. Suggestions may include addressing identified limitations, expanding the research context, or applying the theory in a new setting or culture. Each proposal should be original and tailored to the individual lab.

Sample Lab Report:

1. The *Ponzo Illusion* lab was completed on January 23, 2024, and my *ExperimentalResultsID* was 1580676026406.
2. My summary data were as follows:
    - **Without Background**: I adjusted the lower line to an average of **4.04% longer** than the top line, judging the top line to be slightly longer than it actually was.
    - **With Background**: I adjusted the lower line to an average of **11.03% longer** than the top line, judging the top line to be significantly longer than it actually was.
    - (Insert graph here, if applicable)
3. The experiment included two independent variables: (1) the length of the lower line, which varied across trials, and (2) the presence or absence of a background that provided depth cues.
4. The dependent variable was the difference in length between the upper and lower lines, measured in pixels. A positive value indicated that the lower line was drawn longer than the top line; a negative value indicated that it was drawn shorter.
5. The experimental hypothesis predicted that participants would adjust the lower line to be longer than the upper line when the background was present. This effect was expected because the background creates a depth illusion, leading participants to perceive a two-dimensional image as three-dimensional.
6. My data supported the hypothesis. When the background was present, I adjusted the lower line to be 11.03% longer than the upper line, compared to 4.04% longer when the background was absent.
7. One critique of the experiment is that the background may have amplified participants' preexisting difficulty in judging line lengths accurately. Even in the absence of the background, I adjusted the lower line to be 4.04% longer than the upper line, suggesting a baseline perceptual bias. Additionally, because the top line was consistently positioned closer to the horizon than the bottom line, this may have introduced an additional depth cue—even in the "no background" condition—that influenced perception. These observations are based solely on my individual data; using a larger sample or additional control trials might help clarify this issue.
8. Future directions for this experiment could involve testing the illusion against various background types. For instance, would similar effects occur with colorful or geometric backgrounds, such as patterns of triangles or rectangles? Another potential avenue would be to examine participants with monocular vision. Because depth perception is impaired with the use of only one eye, it would be interesting to investigate whether individuals with monocular vision show weaker illusion effects compared to those with intact binocular vision.

Grading Lab Reports: To earn full credit, carefully follow all lab report guidelines. Point deductions will be applied for the following errors:

5-point deduction per occurrence:

- Use of incomplete sentences.
- Incorrect or missing numbering of required sections.
- Frequent spelling errors or improper grammar that interfere with clarity.

5–10-point deduction per occurrence (based on severity):

- Including lab report instructions verbatim within your submission.
- Omitting required content or failing to explain missing information.
- Not addressing whether your results support the experimental hypothesis (Item #6).
- Providing insufficient detail in your critique (Item #7) or future directions (Item #8); one-sentence responses will not receive full credit.

10-point deduction per occurrence:

- Reusing a critique already submitted in a previous lab report (Item #7).
- Repeating or generalizing future directions rather than tailoring them to the specific lab (Item #8).

Late Submission Penalty:

- **30-point deduction** for reports submitted up to **7 days** after the deadline.
- **Grade of zero** for reports submitted **more than 7 days** past the deadline; such reports will not be accepted.

Getting started at the Online Psychology Lab (OPL):

1. Navigate to the Online Psychology Lab (OPL; https://opl.apa.org/).
2. Select Student Login.
3. Log in with Google.
4. Sort experiments by alphabetical order to ease locating assigned experiments. Select the assigned experiment.
5. When prompted, enter Class ID: **489610**
6. Record (e.g., screenshot; write down) your proof of completion (a.k.a., ExperimentalResultsID; e.g., 1597848239175) and any summary data that automatically appears at the end of the experiment before advancing to the next screen.
7. When your summary data are not automatically provided, look them up via the Data tab. See the instructions below.

Retrieving your data from the Online Psychology Lab (OPL) (https://opl.apa.org/):

1. Navigate to the Online Psychology Lab (OPL; https://opl.apa.org/).
2. Select My Class Data if you are logged in (recommended), or Data on OPL homepage if you are not logged in.
3. Select *Newer Data,* if prompted.
4. Select the name of the experiment (e.g., *Monty Hall; Ponzo Illusion*) from the list of options.

5. Scroll and select our class: **F25 PSY 101, 489610**
6. Choose *Get Report.*
7. Download the data file using Excel format (recommended).
8. Use your *Experimental Results ID* to find your data in the file.

Sample Data for the Ponzo Lab for one, hypothetical participant:

08192020 - Ponzo Illusion (2)

APA_OPL_DATA										
ProfileID	ExperimentResultsID	ClassID	Gender	Age	DateTaken	TotalTime	HandPreference	Absent	Present	
10268642	1597848239175	489610	Male	60	8/19/2020	55.979	L	5.47	14.95	

Troubleshoot Online Lab Issues: Document any problems with the Online Psychology Lab (OPL) or other online labs in your report using complete sentences. For example: "My proof of completion number did not appear at the end of the experiment." Common glitches include: 1) missing proof of completion number (ExperimentalResultsID) at the end of the experiment, and 2) Data file lacking your ExperimentalResultsID after a thorough search. To minimize issues, use Google Chrome as your browser and clear your computer's cache regularly (https://www.pcmag.com/how-to/how-to-clear-your-cache-on-any-browser).

Forms of Evaluation (Cont.)

III. Enrichment Activities: Learning about Psychological Research

In the Enrichment Activities (EA) portion of the course, students will be given the opportunity to experience psychological research first-hand. Two kinds of enrichment activities are available:

- ***Option 1*** involves being a participant in research studies conducted by Psychology Department faculty and students.
- ***Option 2*** involves completing activities that will introduce you to a variety of research techniques used in psychological research.

Students must earn **four** EA credits for this requirement. The credit you earn by completing each EA is a function of the amount of time it takes to complete it. For example, by participating in a brief online study (30 minutes or fewer) you would earn ½ of an EA credit whereas an EA that takes one hour to complete would earn 1 credit. Both types of Enrichment Activities will be available in face to face and online formats. You may complete the EA requirement using any combination of EA types.

Enrichment activities are scheduled and offered through the Sona Study Scheduling System. You will receive an email from Study Scheduling System at the beginning of the semester containing your User ID and an initial password, and a link to the Sona system website at https://gvsu.sona-systems.com. If you do not receive an email regarding your account by end of day on Wednesday, September 3rd, please check your spam folder. Should the email still not appear, please contact the Lab Manager, Hannah Todd, at psychlab@gvsu.edu.

SONA Systems maintains a strict policy protecting your privacy and confidentiality. This policy is available for review in the Psychology Office. Additional details regarding the enrichment activities and an FAQ are available online at https://www.gvsu.edu/psychology/psy-101-participation-in-research-sona-435.htm

Screening Instrument:

Once you receive your User ID and password, you will be able to immediately earn .5 credits by completing an online prescreening questionnaire. This is a short questionnaire used by some researchers to determine your participation eligibility for studies carried out throughout the semester. You must be 18 or older to complete the prescreen survey. You are not required to complete it, but doing so increases the number of studies you will be able to choose from during the semester. You can complete the prescreen at any time from the My Profile tab on the blue bar at the top of the page, however, completing it early (within the first two weeks of class) ensures that you will have access to the widest variety of EA activities within the Sona System.

Enrichment Activity Deadline

The last day to complete your EA requirement is **Friday, December 5th @ 5:00pm.**

If you have questions regarding any aspect of the Enrichment Activities, please contact the Lab Supervisor Hannah Todd, who can reached in the Psychology Department Office (2224 Au Sable Hall, 616-331-2427) or by sending an email to psychlab@gvsu.edu.

Schedule (Classes begin Monday, August 25):

Week 1 Introduction: ***What constitutes science?***
Research Methods: ***Experimental tools—Correlations and Experiments***

Readings (approx. 35 pages)**:**
Putnam, A. L., Sungkhasettee, V. W., & Roediger, H. L. (2016). Optimizing Learning in College: Tips From Cognitive Psychology. *Perspectives on Psychological Science*, *11*(5), 652–660.
Chapter 1, Background to the Study of Psychology (pp. 1-27)**
**Be sure to consult the study guide when reading the textbook!

Extra Credit Opportunities (Introduce Yourself; BB/Syllabus Quiz) expire at midnight on 8/29!

Lab (Friday, 8/29) To prepare for the weekly laboratory assignments, view the "*Tutorial on the Monty Hall assignment*" and create an account on the Online Psychology Lab (OPL) at http://opl.apa.org/ Then, start the assignment!

Labor Day Recess, August 31-September 1

Week 2 Research Methods: ***Does TV violence cause violence among viewers?***
Classical Conditioning: ***The role of timing and contingencies.***

Readings (approx. 35 pages)**:**
Chapter 2, Methods of Psychology (pp. 29-57)
Back Matter, Statistical Appendix (pp. A1-A9)

Lab #1 Monty Hall (due Friday, 9/5) via http://opl.apa.org/
Note: Complete approximately 60 total trials then select "quit". Your summary data is reported at the bottom of the screen or can be looked up at the Online Psychology Lab using your ExperimentalResultsId.

Independent Variable: Game strategy: The choice to stay with your first door choice or switch when given the opportunity.

Dependent Variable: The percentage of grand prize wins (how frequently did you win the car?).

Hypothesis: Switching will maximize the probability of winning.

Your Data:
When you stayed, what percentage of times did you win the grand prize?
When you switched, what percentage of times did you win the grand prize?

Week 3 Classical Conditioning: ***How do we learn to like, or dislike, something?***
Classical and operant conditioning in daily life

Readings (approx. 43 pages)**:**
Chapter 8, Basic Processes of Learning (pp. 265-309)

Lab #2 Stroop (due Friday, 9/12) via:
https://psych.hanover.edu/javatest/cle/Cognition_js/exp/stroop.html
(Use default settings. Scroll down to "Open Experiment.")

NOTE: No ExperimentalResultsID is furnished.

Independent Variable: The match (congruent) versus mismatch (incongruent) mapping between ink color and color word.

Dependent Variables: Reaction time and accuracy

Hypothesis: Responses will be faster, and more accurate, in the match (congruent) condition than in the mismatch (incongruent) condition.

Your Data:
What are your reaction times and accuracy rates for the match/congruent condition?
What are your reaction times and accuracy rates for the mismatch/incongruent condition?

Week 4 Operant Conditioning: ***The power of consequences!***
Can we reduce human suffering through conditioning?
Operant conditioning in daily life

Readings (approx. 8 pages)**:**
Chapter 5, Mechanisms of Motivation and Emotion (pp. 151-159 only)
- General principles of motivation
- Reward mechanisms of the brain

Exam 1, Friday, September 19

(EXAM 2 MATERIAL BEGINS HERE)

Lab #3 Lexical Decision (due Friday, 9/19) via http://opl.apa.org/

Independent Variable: The pair of words are related (chair-table) or unrelated (chair-horse)

Dependent Variables: Reaction time and accuracy

Hypothesis: Because of priming, making a lexical decision to related words will be faster and more accurate than decisions to unrelated words.

Your Data:
Related Accuracy: Words= ___%; Nonwords= ___%
Related Reaction Time: Words= ___ sec; Nonwords= ___ sec
Unrelated Accuracy: Words= ___%; Nonwords= ___%
Unrelated Reaction Time: Words= ___ sec; Nonwords= ___ sec

Week 5 Sensation and Perception: ***Psychology applied to engineering for better living.***

Readings (approx. 38 pages)**:**
Chapter 7, The Psychology of Vision (pp. 225-263)

Lab #4 Ponzo Illusion (due Friday, 9/26) via http://opl.apa.org/

Independent Variable: The presence or absence of the background that provides the depth cue of linear perspective.

Dependent Variable: The difference in the length of the upper and lower lines measured in pixels. A positive number indicates that the lower line has been drawn to be longer than the upper line. A negative number means the lower line was drawn shorter than the upper line.

Hypothesis: The presence of the background will create an illusion regarding depth and distort judgments of the line lengths.

Your Data:
Background not present: Difference in pixels between the bottom and top line was ____; judging the top line to be ___ [longer/shorter] than it actually was.
Background present: Difference in pixels between the bottom and top line was ____; judging the top line to be ___ [longer/shorter] than it actually was.

Week 6 Sensation and Perception: ***The Mechanics.***

Readings (approx. 31 pages)**:**
Chapter 6, Smell, Taste, Pain, Hearing, and Psychophysics (pp. 192-223)

Lab #5 Numerical Memory (NOTE: requires headphones) (due Friday, 10/3) via http://opl.apa.org/

Independent Variable: Numerical stimuli presented in an auditory and visual format.

Dependent Variable: Longest sequence of numbers remembered accurately (i.e., digit memory span).

Hypothesis: Working memory is limited to about 7 items, plus or minus 2 items (i.e., 5-9 chunks of information; aka., Miller's Magical Number 7 +/- 2).

Your Data:
Time: ___ sec
Audio # Correct (AUD): ___
Visual # Correct (VIS): ___

Lab #6 Mental Rotation (due Friday, 10/3) via
https://psych.hanover.edu/javatest/cle/Cognition_js/exp/mentRot.html (Use default settings. (Use default settings. Scroll down to "Open Experiment.")

NOTE: No ExperimentalResultsID is furnished.

Independent Variables: Stimulus relationship (Same versus Mirror) and Degree of Rotation (e.g., 0, 30, ...180)

Dependent Variables: Reaction Times and Accuracy

Hypothesis: For accurate trials, response times increase directly to the degree of rotation difference between the stimuli. Said differently, participants rotate their mental image before making a decision, and more rotation takes more time.

Your Data:
Graph of Reaction Times for Same and Mirror Conditions
Graph of Accuracy for Same and Mirror Conditions

Week 7 Memory: ***Memory feats, foibles, fallacies, and strategies for improvement.***
Attention*: Can you simultaneously talk on that cell phone and safely drive, really?*

Readings (approx. 47 pages)**:**
Chapter 9, Memory, Attention, and Consciousness (pp. 310-357)

Lab #7 Self-Reference (due Friday, 10/10) via http://opl.apa.org/

Independent Variable: Type of encoding (self-referent encoding versus structural/shallow encoding).

Dependent Variable: Accuracy as measured by Hit Rates for Self-referent words; False Alarm Rates for Self-referent words; Hit Rates for E-words; False Alarm Rates for E-Words. (FYI, Hit Rates are correct responses and False Alarms Rates are incorrect responses).

Hypothesis: Participants have better memory for information that relates to their own lives than non-self-referent information. Self-referent information is a form of elaborative encoding. In contrast, E-word decisions are a shallow type of encoding known as structural encoding.

Your Data:
Self Hit Rate (SELF HR): ___
Self False Alarm Rate (SELF FAR): ___
E-word Hit Rate (EWORD HR): ___
E-word False Alarm Rate (EWORD FAR): ___

Week 8 Thinking: ***Rational and irrational thought investigated.***

Exam 2, Wednesday, October 15

(EXAM 3 MATERIAL BEGINS HERE)

Readings (approx. 14 pages)**:**
Chapter 10, Reasoning and Intelligence (pp. 360-374 only)
- How people reason 1: Analogies and induction
- How people reason 2: Deduction and insight

Lab #8 Social Balance (due Friday, 10/17) via http://opl.apa.org/

Independent Variables: Your feelings toward Bill and Bill's feelings toward John.

Dependent Variable: Your feelings toward John on a 9-point Likert-type scale ranging from -4 (Dislike) to +4 (Like).

Hypothesis: According to Balance Theory, your feelings toward John should be the product of your feelings toward Bill and Bill's feelings toward John. A triad is balanced when the pattern of relationships involves three positives or two negatives and one positive.

Examples of balanced relationships:
- My best friend and I have a mutual friend.
- My enemy's enemy is my friend.
- If my friend doesn't like you then I don't either.

Your Data:
Copy and paste your data from the site. Your data are not interpretable as presented.
Likes—Dislikes: ___
Likes—Loves: ___
Likes—Hates: ___
Likes—Likes: ___
Likes—Neutral: ___, etc.

Fall Break, October 19-21

Week 9 Social: ***Subtle, unconscious ways in which the social world shapes how we act and think. Zajonc's (1960) concepts of balance, congruity, and dissonance.***

Readings (approx. 40 pages)**:**
Chapter 13, Social Psychology (pp. 493-532)

Lab #9 Facial Recognition (due 10/24) via http://opl.apa.org/

Independent Variables:
Time of Test: (Day 1 versus Day 2)
Type of Foils presented on Day 2: Control condition presented all new foil faces on Day 2; Experiment/False Memory condition presented some of the same foils on Day 2 as on Day 1.

Dependent Variables:
Hits: Correct answer/Recognized 10 most wanted
Misses: Incorrect answer/Failed to recognize 10 most wanted
False Alarms: Incorrect answer/Falsely recognized foil as a criminal
Correct Rejections: Correct answer/Accurately recognized foil (distractor faces in the lineup)

Hypothesis: Because of the familiarity effect, it is hypothesized that people who view the same foils (on the second day) will have poorer discrimination and more false recognition than people who view the different foils. In other words, if the foils on the first and second tests are the same, people taking the second test may recognize that the foils are familiar yet fail to identify the source of the familiarity. They may mistakenly conclude that the foils were seen during the study of the Most Wanted faces, rather than on the first test. Such misjudgment is called an error in source monitoring.

Your Data:
Condition: ____ [Control versus False Memory]
Day 1:
Hits: ___; Misses: ___; False alarms: ___; Correct rejections: ___
Day 2:
Hits: ___; Misses: ___; False alarms: ___; Correct rejections: ___

Week 10 Social: ***Cognitive processes in prejudice.***
Social and Emotional Development: ***The importance of contact comfort***

Readings (approx. 11 pages)**:**
Chapter 12, Social Development (pp. 451-471 only)
- Infancy: Using caregivers as a base for growth
- Helping, comforting, and learning from others
- Parenting styles
- Roles of play in gender development

Lab #10 First-Person Shooter Task (due Friday, 10/31) via https://run.pavlovia.org/vespr/first-person-shooter-task/

NOTE: No ExperimentalResultsID is furnished.

Independent Variables:
Race (Black versus White) of a young man shown in a realistic setting
Armed (holding a gun) versus unarmed (holding a harmless object like a cell phone)

Dependent Variables:
Reaction time to make the decision of threat or nonthreat
Accuracy of the decision of threat or nonthreat.

Hypothesis: Racial bias in decisions to shoot is revealed when participants shoot an armed target more quickly and more often when that target is Black, rather than White, as well as when participants decide not to shoot an unarmed target more quickly and more often when the target is White, rather than Black.

Your Data: A chart of your correct and incorrect responses and average response times as a function of target threat and race.

Week 11 Personality: ***Cognitive processes in personality.***
Do parent-child attachments become part of personality?
Do we have a need to belong?

Exam 3, Friday, November 7

Readings (approx. 28 pages)**:**
Chapter 14, Personality (pp. 536-554 and pp. 564-573 only)
- Personality as behavior dispositions, or traits
- Personality as adaptations to life condition
- Personality as mental processes II: Social-cognitive views

Lab #11 Choose one Implicit Association Test (due Friday, 11/7) via one of the sites:
- For **social** attitudes, go here: https://implicit.harvard.edu/implicit/
- For **mental health** attitudes, go here: https://implicit.harvard.edu/implicit/user/pih/pih/preliminaryinfo.html

NOTE: No ExperimentalResultsID is furnished.

Independent Variables: The various pairings of the concept (e.g., old and young faces) and the evaluative words (e.g., positive and negative words). For example, to evaluate age biases, four pairings occur: old faces paired with good words; old faces paired with bad words; young faces paired with good words; young faces paired with bad words. What pairings were used in your experiment?

Dependent Variables: Response time and Accuracy of judgment

Hypothesis: Participants will be faster and more accurate when the pairing in the experiment matches the pairing in their minds. For example, age bias is prevalent in our culture. Thus, many participants are faster when old faces and negative words share a response key and when young faces and positive words share a response key, compared to the opposite pairings (e.g., old faces and good words; young faces and bad words). Remember the Stroop Lab? When the red ink matched the word red, response times were faster and more accurate compared to the mismatched conditions (the word red in green ink).

Note: It is important to remember that the lab purportedly measures cultural attitudes, which are not necessarily your attitudes or beliefs. The lab does not measure your endorsement of a cultural bias.

Your Data: Your data are typically a summary statement of your attitudes (e.g., "Your data suggest…"). No ExperimentalResultsID is furnished.

(EXAM 4 MATERIAL BEGINS HERE)

Week 12 The Biology of Mind and Behavior
The neuroscience of reading faces and recognizing words
Movie: ***The Man with Two Brains***
Stress, Health and Coping: ***Can stress increase susceptibility to the common cold?***
Movie: ***To heal or not to heal***

Readings (approx. 13 pages)**:**
Chapter 4, The Neural Control of Behavior (pp. 113-118; 130-138)
- Methods of mapping the brain's behavioral functions

- How hormones interact with the nervous system

Lab #12 Word Recognition (due Friday, 11/14) via http://opl.apa.org/
NOTE: To fully appreciate the lab, you will view the Scientific American Frontiers segment titled, *Man With Two Brains*.

Independent Variables: Presentation of the word to the right hemifield (left hemisphere or left hemifield (right hemisphere). **Handedness** and **Gender** are predictor variables.

Dependent Variable: The average minimum presentation time required to correctly identify the word.

Hypothesis: Because of hemispheric specialization, participants will recognize words presented to the right visual field (processed by the left hemisphere) faster than words presented to the left visual field (processed by the right hemisphere). Right-handed individuals show stronger hemispheric specialization than left-handed individuals. Females may show less hemispheric lateralization (smaller right-left difference) than males.

Your Data:
Hand Preference: ____ [Right/Left]
Right: ___ (proportion correct); Left: ___ (proportion correct)

Week 13 Psychological Disorders: ***The suffering mind: Forms of mental disorders***.
Social and genetic influences in schizophrenia and depression

Readings (approx. 59 pages)**:**
Chapter 15, Psychological Disorders (pp. 577- 622)

Lab# 13 Mirror Drawing (due Friday, 11/21) via: https://neuron.illinois.edu/games/mirror-tracing-game-intro.html

NOTE: Use a trackpad or touchscreen to complete the task where possible. No ExperimentalResultsID is furnished.

Independent Variables:
Normal View versus Mirror-Reversed View of Tracing Shape
Handedness

Dependent Variables:
Total time to trace the object
Accuracy of performance

Hypothesis: Tracing a mirror-reversed image creates a conflict between visual and proprioceptive signals related to arm movement and visuomotor planning. This conflict can lead to longer tracing times and decreased accuracy. Most participants tend to perform better with their dominant hand, as it generally has more refined motor skills and superior coordination.

Interestingly, the right hemisphere of the brain, which controls the movement of the left hand, is often more adept at visual-spatial processing tasks than the left hemisphere. As a result, some participants may find that their left hand outperforms their right hand in the mirror drawing task.

Your Data:

Handedness: ____ [Right/Left/Ambidextrous]

With your ***right*** hand:
Time to trace for normal orientation: ____ minutes and seconds
Time to trace for mirror reflection: ____ minutes and seconds

With your ***left*** hand:
Time to trace for normal orientation: ____ minutes and seconds
Time to trace for mirror reflection: ____ minutes and seconds

Week 14 ***Social and genetic influences in schizophrenia and depression***
Biology of Mind and Behavior: ***Can depression result from a chemical imbalance?***

Readings
Chapter 15 (Cont.), Psychological Disorders (pp. 577- 622)

Thanksgiving Recess, November 26-30

Week 15 Treatment: ***Scientific evidence on the effectiveness of psychological therapy***
Can talking about personal problems relieve suffering?
Can relationships protect people from illness?

Readings:
Chapter 16, Treatment of Psychological Disorders (pp. 624-655)

Lab #14 Dichotic Listening (NOTE: requires headphones) (due Friday, 12/5) via http://opl.apa.org/

Independent Variables:
Presentation of the consonant-vowel pairings (ba; da) to the right ear and the left ear.
Hand preference

Dependent Variable: Number of consonant-vowel pairings correctly recognized when presented by each ear.

Hypothesis: Because of hemispheric specialization in which the left hemisphere specializes in language tasks, there should be a right ear (left hemisphere) advantage when identifying the consonant-vowel sounds, compared to the left ear (right hemisphere). The contralateral organization of the human auditory system is depicted below.

Your Data:
Hand Preference: ___
Number Correct Left Ear: ___; Number Correct Right Ear: ___
Total Trials Per Ear: ___

Classes End, December 6

Exam 4, Monday-Wednesday, December 8-10

The General Education Program prepares students for informed citizenship, leading to responsible participation in local, national, and global communities.

PSY 101 Introductory Psychology Foundations - Social and Behavioral Sciences

Knowledge Student Learning Outcomes

- Explain how knowledge in the social and behavioral sciences is created and applied.
- Explain major approaches, methods, theories, and substantive findings of the field.
- Evaluate and apply concepts and theories from the social and behavioral sciences to real-life examples.

Skills Student Learning Outcomes

Critical Thinking: Comprehensively evaluate issues, ideas, artifacts, or events before forming a conclusion.

- States an issue clearly and describes it comprehensively.
- Uses appropriate evidence that includes relevant context(s), which facilitates a
- comprehensive analysis or synthesis of the issue.
- Develops a position that thoroughly takes into account the complexities of an issue, limits of
- the position and synthesizes others' points of view.
- Develops conclusions, implications, and consequences that are logical and reflect an
- informed evaluation based on the strength of evidence.

Ethical Reasoning: Apply ethical principles and codes of conduct to decision-making.

- Recognizes ethical issues when presented in a complex, multilayered (gray) context and can recognize interrelationships among the issues.
- Names the major ethical theory or theories used, presents the gist of said theory or theories, and thoroughly and accurately explains the details of the theory or theories used.
- Applies ethical theories to a complex issue accurately and considers the full implications of the application.
- States a position in-depth and effectively defends against other ethical perspectives.