

PSY 101 Introductory Psychology - Winter 2025

Section 40: 2:30 - 3:45 p.m. Lake Michigan Hall (LMH) 114

Instructor: Luke Galen, Ph.D.

Office: 2220 ASH

Office Hours: Tues/ Thurs: 10:00 – 11:00 a.m.; 1:00 – 2:00 p.m. or via zoom: email to schedule virtual appt.

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Course Description: General survey of psychology, the scientific study of behavior and experience, including overt actions and mental activity. Covers how psychologists think and act as scientists and how the study of its subject matter may be integrated at the biological, psychological, and social levels of analysis.

Course Objectives: This course will emphasize the major theories of behavior and mental processes, the empirical methods used by psychologists, and the major findings of psychological research. Upon successful completion, students will: 1) demonstrate an understanding of the science of Psychology. 2) be able to identify major psychological theories and use psychological terminology correctly. This includes a basic understanding of the breadth of topics studied by psychologists (such as neuroscience, personality, social behavior, and psychological disorders, etc). 3) be able to critically evaluate the findings of psychological research. This includes an ability to think critically about psychological phenomena, and an awareness of how empirically-validated psychological principles apply to daily life (see Gen Ed below); 4) be able to recognize examples of how psychological concepts are applied to daily life; 5) recognize ethical issues and develop ethical reasoning (see Gen Ed below).

Text (required):

Option 1: GVSU Save textbook program. See link on Blackboard <https://lakerstore.gvsu.edu/SiteText?id=89186>

Option 2: buy your own text:

Lilienfeld, S. O., Lynn, S. J., & Namy, L. L. (2022). Psychology: From Inquiry to Understanding. (5th ed.).

Hoboken NJ: Pearson. ISBN-13: 9780135441213

Used 4th ed copies of the textbook don't buy a used access code. Only newly purchased codes will work.

I will post the syllabus, grades, pptx slides, class announcements, and other course information at our class homepage on Blackboard, available at <http://mybb.gvsu.edu/>

Class Format: In-person lecture, discussion

Prerequisites: None

Grading: Grades will be based on 2 in-class exams, quizzes, and enrichment activities. The 2 exams will consist of multiple choice and short answer questions drawn from lecture and the book. The final exam is **non-cumulative**.

	<u>Points</u>	<u>Percentage</u>
Midterm	64	32%
In class quizzes and assignments		
5 pts each x 12 (drop the lowest 2)	50	25%
Final	64	32%
Enrichment Activities 4 pts each x 4	16	8%
<u>Gen Ed assessment</u>	<u>6</u>	<u>3%</u>
Total	200 points	100%

Expectations for course: The most important factor for your success is regular class attendance. Students that regularly attend and who are “present” in class – attentive, taking notes, thinking about the material – are much more likely to succeed. Students should also check in daily to course Blackboard, read the assigned readings in textbook, and complete their PSY 101 enrichment activities. Students are expected to read the assigned readings prior to the scheduled class coverage. Exams and quizzes will contain a mixture of content from text and from class-only (i.e., not in the text). In total, expect to spend 6 – 9 hours per week preparing for and attending class.

Assignments and Quizzes: There will be weekly low stakes (5 pts each) quizzes roughly one per chapter unit. The lowest 2 will not be counted in the final grade. They are specifically designed so that the student keeps up on the weekly reading and class coverage. They are also important practice for the exams. Since the lowest 2 are dropped, no questions asked, **missed quizzes cannot be made up. Do not request make-up quizzes.**

Attendance and quiz policy: The only exceptions for missed attendance (and missed quizzes) are those that the university defines as legitimate or emergency situations (illnesses, death in the family, university activities) that can be **appropriately documented**. It is the student’s responsibility to notify the instructor of approved absences. Accommodations are only available for the following reasons: intercollegiate event (e.g., sports travel) or University-sponsored event (e.g., class field trip), observance of religious holidays, military duty, jury duty, or court hearings, birth of child, academic conference, medical appointments, medical conditions (e.g., COVID quarantine, hospitalization), death of a loved one, or funeral services. In accordance with university policy (<http://www.gvsu.edu/coursepolicies/>) these require documentation. Examples of absences NOT eligible for accommodations are: vacation travel, leaving campus early/arriving back late for long weekends, forgetting or mixing up deadlines, incomplete / inaccessible submission of work, work schedule conflicts, childcare, incarceration.

Do not email me after the quiz or test due dates/ deadlines and ask for make up and do overs. It is the students’ responsibility to keep up with Bb announcements and to check in daily for upcoming material with the assumption that there will be a weekly quiz. Together with the previously mentioned “drop two lowest quizzes” policy (see above section), this means that you will not be allowed to make up quizzes after the deadline passes, which would be unfair to other students. The student assumes the responsibility of planning, taking into account that issues could very well appear unexpectedly. Therefore, **DO NOT PROCRASTINATE READING FOR CLASS**. I will respond to all do over requests by simply pasting the above text in the body of the email.

Academic Dishonesty: Any evidence of cheating (e.g., using notes during exam, sharing answers with other students), or plagiarism (copying from other sources) will result in a failing grade in the course and any other actions as allowed by GVSU policy. Any written work must be in your own words or properly sourced. 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 all materials must be written strictly in your own words, and it must acknowledge any ideas that you take from another source. If you violate this policy, you may receive a failing grade for the course.

Disabilities: If you have a disability, it is up to you to determine if you wish to disclose that information and request classroom accommodations. If you wish to request educational accommodations due to a disability, you should register with the Disability Support Resources (4015 Zumberge; 331-2490), if you haven’t already done so. If you wish to request accommodations, please meet with me to discuss how to best meet your educational needs. Do this early in the semester rather than later (e.g., after a test).

**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, however, **at least two full credits of EAs must be completed in person.**

Enrichment activities are scheduled and offered through the Sona Study Scheduling System. You will receive an email at the beginning of the semester sometime during the first week of class 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 the **end of the first week of class**, please contact 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 **April 18th @ 5:00 pm.**

General Education Program

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

Gen ed video intro: <https://www.youtube.com/watch?v=5-lmNAkPeic&feature=youtu.be>

General Education Foundations – Social and Behavioral Sciences

Knowledge Student Learning Outcomes

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

Skills Student Learning Outcomes

1. 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 strength of evidence.
2. 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

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.

General Education Assessment: All courses that are part of GVSU's General Education program are required to assess students' strength of knowledge of core components of the course (i.e., theories, methodologies, etc.) as well as key skills that are developed during the course of studying the topical area (i.e., creative thinking, ethical reasoning). Thus, the General Education Assessment for PSY101 will involve several brief quizzes, administered via Blackboard, during the last week of the semester. You will receive 2 course points for each test you complete, regardless of your performance on the tests (a total of 6 points). However, to incentivize good performance, you can receive 2 extra credit points on each quiz that you answer more than half of the items correctly. Thus, good performance on all three can potentially earn 12 points. Monitor Blackboard and the announcements made in class for information regarding the deadline for this assignment (TBD). Note: This is DIFFERENT from the Course Evaluation, which asks your opinion of various aspects of this course.

Tentative Class Schedule: More detailed reading instructions will be posted on Bb.

<u>Week of</u>	<u>Topic</u>	<u>Reading</u>
Wk 1 Jan 7 9	Psychology and Scientific Thinking	Ch. 1 (Lilienfeld).
Credit/ no credit deadline Fri. Jan. 10th		
Wk 2 Jan 14 16	Research Methods	Ch. 2
Friday Jan. 17th: Deadline to opt out of GVSU Save online textbook program		
Wk 3 Jan 21 23	Biological Psych.	Ch. 3
Wk 4 Jan 28 30	Developmental psych Nature vs. nurture: dev. of morality	ch. 9.1, 9.3, 9.4 social (SKIP: 9.2) 9.4 moral dev. Article on baby morality
Wk 5 Feb 4 6	Learning	Ch. 6
Wk 6 Feb 11 13	Consciousness	Ch. 5
Wk 7 Feb 18 Feb 20	Intelligence Emotions I: theories of emotion	8.3, 8.4, 8.5 10.1, 10.2
Wk 8: Midterm exam Tues feb 25		
Wk 8 Feb 27	Go over exam, midpoint review; Emotions II: happiness and affective forecasting 10.3	
Wk 9 Spring break Mar 2nd – 9th		
Wk 10 Mar 11 13	Social psychology I and II	12.1, 12.2
Wk 11 Mar 18 20	Social III and IV	12.3, 12.4, 12.5
Last date to withdraw with a grade of W Fri. Mar. 21st		
Wk 12 Mar 25 27	Personality	ch .13
Wk 13 Apr 1 Apr 3	Emotions III: Psychological disorders I	sexuality 10.4, attraction 10.5 14.1, 14.2
Wk 14 Apr 8 10	Psychological disorders II and III	14.3 – 14.6
Wk 15 Apr 15 17	Psychological Treatments	ch 15
Fri Apr. 18 th	Last day to participate in studies for enrichment credit	
General Education Assessment Activity due date: Friday, Apr. 18th		On BB.
Final exams: Thursday, April 24, 2:00 pm - 3:50 pm		

Structured Learning Assistance (SLA) Program Expectations

What is SLA? What are SLA workshops?: Structured Learning Assistance (SLA) is a form of peer-led supplemental instruction that focuses on collaboration, group learning, and interaction to help students succeed in historically difficult courses with high rates of poor grades or withdrawals. SLA workshops provide students with course-specific learning and study strategies like notetaking, test-taking, reading skills, etc. as well as structured review and study time with a group of peers. The goal of the SLA program is to help students build foundational knowledge and skills that will improve their course performance now and in the future.

What are the benefits of SLA?: While the data changes every semester, students who enroll in an SLA section of a course and attend workshops regularly, typically gain:

- A greater sense of community and belonging
- Higher test and final course grades
- A deeper understanding of course content
- Positive study habits and reading skills
- A positive relationship with a peer tutor/mentor

What should I expect from the SLA workshops?: These are all about active engagement and discussion, so attendance AND participation are important. Students should expect to...

- 1) Bring their textbooks/notes to workshops.
- 2) Participate fully and actively.
- 3) Work with other students and/or individually when asked.
- 4) Work only on PSY101 course material during the workshop.
- 5) Address the Peer Facilitator respectfully.
- 6) Treat classmates respectfully.
- 7) Strive for a positive attitude about your learning.

Who is the Peer Facilitator for PSY101?: We are lucky to be working with Arnica Sheaffer this semester! You will see Arnica during our PSY101 lecture sections, and she will be leading the SLA workshop sessions. Arnica and Dr. Galen will be working closely throughout the semester to ensure SLA workshops are informative and interesting, and that student needs are addressed. [Here is a message from Arnica:](#)

I am a sophomore majoring in psychology with a double minor in statistics and philosophy. I want to do research in clinical psychology in the future! I work at Pine Rest Christian Mental Health Resources part time as well as doing SLA facilitating. I have two dogs, Alder and Everest, and two White Tree Frogs, Dumpy and Sage. I love watching shows in my free time and my favorites are: The Walking Dead, Breaking Bad, Big Bang Theory, Gilmore Girls, and Parks and Recreation. I did PASS facilitation last semester (which is similar to SLA) and I am very excited to be working with you all and Professor Galen this semester!

You can connect with Arnica before and after lecture and workshops and via email at sheaffea@mail.gvsu.edu.

Here are some things you can expect from Arnica as your SLA Workshop Peer Facilitator...

- 1) Attend all lecture class sessions (a great way to touch base with her if you have questions).
- 2) Prepare weekly workshop sessions that address difficult course content, engage students in active learning activities, and build important learning and study strategies.
- 3) Answer questions about course material.
- 4) Advise students on relevant resources available from GVSU.

But Arnica is NOT a teaching assistant, and IS NOT responsible for...

- 1) Re-lecturing on material covered during the lecture class sessions.
- 2) Teaching lecture class sessions in the professor's absence.
- 3) Answering questions about grades or course requirements (like when certain assignments are due). Instead, consult the syllabus and BB for this, or ask your professor.
- 4) Grading assignment and exams.
- 5) Providing late work/make-up accommodations.

When do SLA workshops meet?: Structured Learning Assistance (SLA) workshops meet in 114 Lake Michigan Hall on Mondays 6-6:50pm (section 41), Tuesdays 6-6:50pm (section 42), and Thursdays 6-6:50pm (section 43), though see the Schedule for specific dates.

Do I have to attend the SLA workshop each week?: The short answer is YES. The longer answer is IT DEPENDS. Below is the detailed attendance policy created by the [Tutoring & Reading Center](#) for SLA workshops. *Please note that the attendance policy for SLA workshops is SOMEWHAT DIFFERENT from the attendance policy for lecture class sessions.

- All students are **required** to attend weekly SLA workshops until Exam #1 grades are posted.
- After Exam #1 grades are posted, students with a midterm grade of a B or higher (83% or higher) are excused from weekly SLA workshops, although they are encouraged to continue attending. Students will continue to be excused from the workshops if their overall grade in the course remains at or above a B (83% or higher).
- After Exam #1, if a student's overall grade in the course falls below a B (so, below 83%), they will be required to continue attending weekly SLA workshops. Students are strongly encouraged to monitor their grade through the Blackboard Gradebook. It is the student's responsibility to know – or find out - if they are required to continue attending SLA workshops after an assessment has been graded. Students should ask the Professor, or just continue to attend the workshops.
- No more than **2 unexcused absences** from the weekly SLA workshops will be permitted during the semester. Students who exceed their allowable number of unexcused absences will receive an F in their PSY101 course. Please keep in mind that students can withdraw from any course at GVSU (earning a "W", which doesn't negatively impact GPA) until Friday, March 21st. Please see the Accommodations section earlier in this syllabus for examples of excused and unexcused absences.
- Attendance for the complete workshop session is required. A student who arrives more than 15 minutes late or leaves more than 5 minutes early will be marked as absent.

THANK YOU FOR YOUR PARTICIPATION IN THE SLA PROGRAM AND FOR YOUR COMMITMENT TO YOUR EDUCATION!