

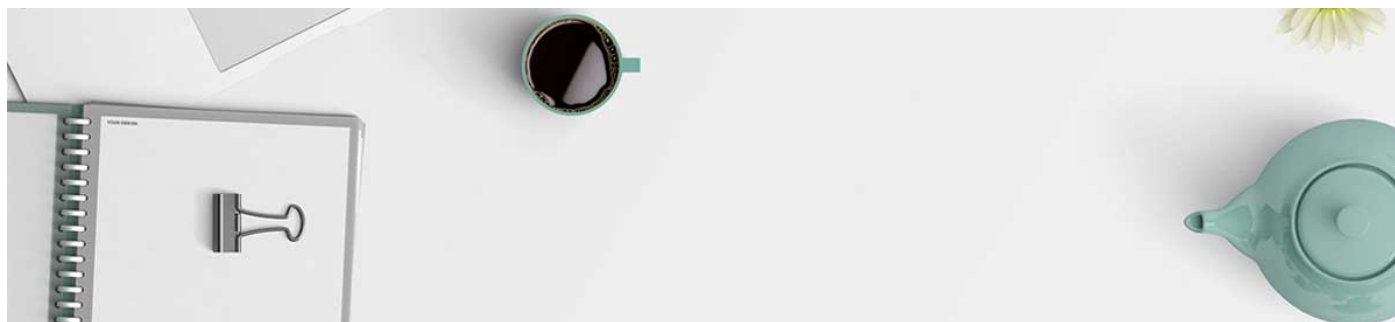
# Welcome to Psychology 101

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## Learning Objectives

This course is designed to provide an overview of modern psychological theory and research. Specifically, your goals for this class are:

1. To learn about the content covered in different sub-disciplines of psychology
2. To learn about the research methods that psychologists use
3. To learn to think critically about conclusions made by psychologists and other scientists
4. To apply ideas from psychology to your own life experiences



## Course Readings and Materials

**Required Text:** *Noba Project: Introductory Psychology*

Available at: <http://noba.to/xk7w89qr>

This is a **free**, online textbook that is specifically designed for this course. You can access all readings online through this link and through the links provided on this D2L site. You also have the option of paying a small fee to have a paper copy sent to you (see the information [here](#)). Please read all assigned readings immediately **after** the corresponding lecture. The readings and dates are listed below. I will also post a link to each textbook reading in the weekly modules.

There will also be occasional readings from popular news sources and websites; these will be announced throughout the semester.

**iClicker:** You will need to purchase an iClicker remote for class participation and in-class activities. These are available at the bookstores. These must be registered by the second class period to get full credit. If you do not register your iClicker by this date, you cannot get points retroactively. To register your iClicker go to the module on the D2L course page for this class and follow the instructions there. If you are having trouble affording an iClicker, please contact Dr. Lucas. If you cannot afford an iclicker, please contact Dr. Lucas.

### Schedule of Course Readings

Class Period	Topic	Readings
9/1	Introduction	<a href="#">History of Psychology</a>
9/6	<b>No Class - Labor Day</b>	
9/8	Psychology as a Science: The Replication Crisis?	<a href="#">The Replication Crisis in Psychology</a>
9/13	Psychology as a Science: What is Science?	<a href="#">Why Science?</a> , <a href="#">Thinking Like A Psychological Scientist</a>
9/15	Psychology as a Science: Statistics	<a href="#">Statistical Thinking</a>
9/20	Psychology as a Science: Research Methods	<a href="#">Research Designs</a> , <a href="#">Conducting Psychology in the Real World</a>
9/22	The Nervous System	<a href="#">The Nervous System</a> , <a href="#">Neurons</a>
9/27	The Brain	<a href="#">The Brain</a>
9/29	Catch Up	
10/4	<b>Exam #1</b>	
10/6	Genes and the Nature/Nurture Question	<a href="#">The Nature/Nurture Question</a>
10/11	Developmental Psychology: Cognitive	<a href="#">Cognitive Development in Childhood</a>
10/13	Developmental Psychology: Social	<a href="#">Attachment Through the Lifecourse</a>

10/18	Sensation	<a href="#">Sensation and Perception</a> , <a href="#">Vision</a>
10/20	Perception	<a href="#">Failures of Awareness: The Case of Inattentive Blindness</a>
10/25	<b>No Class - Break</b>	
10/27	Learning	<a href="#">Conditioning and Learning</a>
11/1	Memory	<a href="#">Memory (Encoding, Storage, Retrieval)</a> , <a href="#">Eyewitness Testimony and Memory Biases</a>
11/3	Catch Up	
11/8	<b>Exam #2</b>	
11/10	Thinking	<a href="#">Judgment and Decision Making</a> , <a href="#">Persuasion: So Easily Fooled</a>
11/15	Personality	<a href="#">Personality Traits</a> , <a href="#">Personality Assessment</a>
11/17	Personality/Clinical	<a href="#">Personality Stability and Change</a>
11/22	Disorders	<a href="#">Schizophrenia Spectrum Disorders</a> , <a href="#">Mood Disorders</a>
11/24	Therapy	<a href="#">Therapeutic Orientations</a> , <a href="#">Psychopharmacology</a>
11/29	Social Psychology	<a href="#">An Introduction to the Science of Psychology</a> , <a href="#">Conformity and Obedience</a>
12/1	Happiness/Putting it All Together	<a href="#">Happiness: The Science of Subjective Well-Being</a>
12/6	Catch Up	
12/8	<b>Exam #3</b>	
12/13	<b>Final Exam (7:45-8:45AM)</b>	



## Course Policies and Assignments

Your goal for this class is to develop a basic understanding of the theories and methods that psychologists use and then to apply this knowledge to your own life. To help you accomplish this goal, I have included a number of different assignments and activities that can help motivate you to develop a deeper understanding of the lecture materials and readings. This page covers graded assignments as well as recommended practices that will help you get the most out of this class.

### Course Format and Location

<b>▼ Class Location</b>
E100 Vet Med
<b>▼ Class Time</b>
Monday and Wednesday, 8:00 AM - 9:50AM
<b>▼ Class Format</b>
This is an in person class with twice-weekly lectures. Please note, however, that exams and quizzes will be administered on D2L, so you will need access to D2L (preferably with high-speed internet) to complete these and other assignments. In addition, given the pandemic, please be prepared for modifications to the course format as situations demand.

### Attendance and Class Participation

### ▼ Attendance and iClickers

You get points for coming to class and participating. Specifically, I will present questions to be answered by iClicker at the beginning of each class covering material from the previous class and readings, along with questions at the end of each class covering the material from that class. There will also be iClicker questions spread throughout the class, both for review and for use as demonstrations. To get credit for attendance that day, **you must complete all of the iClicker questions**, including those at the beginning and end of class, so make sure you do not arrive late or leave early.

- You will receive 2 points for each class
- iClicker questions start on the second day of classes. There will be no iClicker questions or points on exam days
- You can use a physical iClicker remote or the iClicker app for you phone
- Please register your iClicker before the second class (September 8th). You can register your physical iClicker remote [here](#) . If you use the app, follow these instructions for registering: <https://macmillan.force.com/iclicker/s/article/How-to-Add-an-Instructor-s-Course-in-the-iClicker-Student-App>
- We will use iClickers in 23 classes, but you can miss three of these without penalty. That means that you can get a total of **40 points** from iClicker questions
- You do not need to get the questions correct to get credit, you simply need to respond using your iClicker
- If you forget your iClicker or run out of batteries, there is a **one-time-use** sign-in sheet. Once you have used your one sign in, any future classes where you miss iClicker questions will result in no credit for that day.
- **Please note:** If you have someone else use your iClicker for you when you are not in class, this is a violation of academic integrity policies. **You will lose all class participation and bonus points for the semester and will be reported to your dean for an academic integrity violation.**

### ▼ Class Participation

Although this is a large class, I usually encourage class participation. I know that the mask requirement, along with other Covid-related complications may affect the ability to have useful in-class discussions. Initially, please feel free to ask questions and offer your opinions about the topics we are discussing, and I will keep you updated about changes to course policies as we go through the semester.

There are no points associated with class participation.

## Course Notes

### ▼ Course Notes

Please take detailed notes on the lecture material; you will be tested on it. Research shows that providing students with copies of the overhead notes does not help them learn or remember the material any better. For that reason, I do not provide copies of my overhead notes. Developing note-taking skills is an important part of your education, and you should practice it in this class. If I ever go too quickly, please do not hesitate to ask that I repeat something or slow down. I do also record and post my lectures, so you can review these on-line if you believe that you have missed any important details.

The one advantage of having last year's class on-line is that I have recordings of videos from that class. Because we will cover the same content, I will make those videos available for students who miss class or those who want to review. I will link to the appropriate material in the weekly course modules.

## Research Participation

### ▼ Research Participation Policy

An important part of your education in psychology is to learn, first hand, how psychological research is carried out. In Psychology 101, this is accomplished through a research participation requirement. Students in Psychology 101 are required to participate in seven hours of research credit. Each half-hour credit is worth **2 points** towards your overall grade. That means that you can get a total of 28 points from research participation. Completing your participation requirement is a very easy way to improve your grade in this course! You must complete your research participation by the last day of classes.

### ▼ Signing Up for Research

You can find information about how to sign up for the SONA system for scheduling research participation on this page.

This file provides basic information about Psychology Department Policies on research Participation: [SONA Info for Students.pdf](#)

This file provides information about how to sign up for a SONA account and how you use this account to participate in research. This is probably the most important information: [SONA Booklet.pdf](#)

If you want to see a video describing the SONA account creation process, go here: [Creating an Account \(Video\)](#)

If you are under 18, please see this document for information on how to get your research participation credits: [Sona - under 18.docx - Google Docs.pdf](#)

Finally, to go to the SONA website to create an account and schedule experiments, you can go here: [SONA Website](#)

If you have any questions or concerns about the SONA system or the research participation process, please contact the HPR coordinator, Audra Jeffrey (jeffre22@msu.edu)

## ▼ Alternative Research Participation Assignment

By participating in research projects, you will have the opportunity to provide an important service to psychologists who are trying to further knowledge in the field. As you read through your textbook, you may notice the names of some of the professors at Michigan State. In most cases, these professors' studies were carried out right here at MSU, using participants from Psychology 101. So, at some point in the future, you may be able to point to a study that is being reported in a textbook or even in the news and say "I was a participant in that study, they're talking about me!" However, if you have any objections to participating in psychological research, alternative projects are available. These will involve reading and writing about published psychological studies.

If for some reason, you would rather not do the research participation activities through the SONA system, you can do these alternative activities. Please keep in mind that you still need to do the same amount of participation, regardless of which option you choose. Each of these activities is worth one half-hour of credit, so if you relied solely on these alternatives, you would need to complete 14 of them. You can also do a combination of SONA credits and alternative credits to satisfy the requirements.

### Requirements

The goal of the research participation requirement is to expose students to actual psychological research. This alternative activity will involve reading short psychological research articles and writing a one-page summary of the article.

You may pick any article from the journal *Current Directions in Psychological Science*. This journal publishes short (3-5 page) articles that are geared towards a general psychological audience.

You can get on-line access by going to the library home page. Specifically, go to this link: [Library Website](#) (you should be able to access this link if you are signed in to D2L). There will be a list of articles in the main section of the page, but you can access other issues in the sidebar to the left.

To complete the assignment, you should read an article (any article that you find interesting) and provide a brief summary. Specifically, for each article that you read, you should do the following:

1. Give the title and author of the paper. Describe the main question the authors were trying to answer. To the extent that you can, explain why they were asking that question (I realize that one might need to understand quite a bit of psychology to fully understand some of these articles; just do your best at figuring out why they are doing the study). What is the theory that is driving their study? Why is this question important?
2. Next make sure that you describe what the authors did in this study or studies. Many of the articles in *Current Directions* are summaries of many different studies, so you might need to focus on example studies that the authors discuss. If it is an experiment, describe the independent and dependent variables; if it is correlational describe the variables they are measuring. Just give an overview of the procedures.
3. Then, describe the results of the study or studies that are being described. What did they find? What did the authors conclude? Are their results important? Why?
4. Finally (and briefly, just a sentence or two), try to relate this to something that you have learned in class. It can be some major theory we learned in class, a major principle that I presented, or a minor little fact that you learned. Just make an attempt.

You should organize your summary into four sections that correspond to the points described above and are labeled "Questions," "Methods," "Results," and "Relation to Class." Your summary should be one page long (not 3/4 of a page), double-spaced, with one-inch margins and 12-point font. Do not put extra spaces between paragraphs, and do not put the section headings on separate lines from the paragraphs (see example below). To make sure you use the correct formatting, you can download the template document below and work from that.

Do not use direct quotes unless absolutely necessary, and even in these cases, do not use more than two lines of direct quotes from the article. Write everything else in your own words (be careful not to plagiarize the article).

Each article summary should take you one half hour, and each will count towards one credit of your experimental participation requirement. Thus, to complete your participation requirement, you will need to summarize 14 articles. If you do this activity and find that each article takes you more than a half hour, you can talk to Dr. Lucas about ways to make sure that you are doing this activity efficiently. These summaries will be graded pass/fail, and as long as you follow the instructions described above, you will get credit. **If you do not follow the instructions or if your assignment is too short,**

## Homework and Additional Assignments

### ▼ Homework Assignment

There will be one written homework assignment. This assignment will be posted later in the semester and will be due on November 19th.

The goal of this written assignment will be to have you apply ideas from the course to your own life.

The assignment will be worth 20 points. You will be required to submit this assignment to an electronic "drop box" on the course web site.

This drop box will record the time that you submitted the assignment. You will lose points for each hour that the paper is late. For this reason, you may want to complete these assignments and submit them earlier than the due date.

You cannot work with others on the homework assignment. **Working with others will be considered academic dishonesty.**

### ▼ TurnItIn

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a "similarity score." The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.

Students should submit papers without identifying information included in the paper (e.g. name or student number), the system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin. Student submissions will be retained only in the MSU repository hosted by Turnitin.

### ▼ Surveys

There will be two surveys that you will be asked to complete during the semester.

These surveys will help me learn a little bit about you. In addition, your response to these surveys will be used for class demonstrations (keeping your answers anonymous, of course).

Each survey will be worth 6 points.

The first survey will be due September 10th and the second is due October 29th.



## Exams

### ▼ Exams

There will be four one-hour exams: three during the regularly scheduled class period, and one during the final exam period. **All exams will be administered on-line through D2L, so please make sure you will have access to high-speed internet during the exam periods.**

Each exam will be worth 100 points, but only the best three exams will count. In other words, your lowest exam score is dropped.

The first three exams will not be cumulative, but the final exam will be.

If you are happy with your grade after the first three exams, you do not have to take the final; you will receive a score of zero for the final, but that score will be dropped.

Each exam will consist of multiple-choice and short-answer questions covering material from lectures, readings, films, and class discussions (so don't tune out when other students are speaking).

The three exams that take place during the class-period will begin at exactly 8:00 AM, and you will have 60 minutes to complete each exam. You will be able to use your book and notes to complete the exam.

The final exam will also be one hour and again, you will be able to use your book and notes to complete the exam.

### ▼ Makeup Policy

I understand that with the ongoing pandemic, students may occasionally have health issues that prevent them from coming to class. I want to encourage students to stay home from lectures when feeling sick and will institute flexible policies for makeup exams due to illness. I trust that students will not abuse this flexibility, so please only use this makeup policy when you are showing symptoms or are sick. The only requirement for making up in-class work or exams is that **you must email me before the class-period or exam begins—even just a few minutes before** to be eligible to makeup an exam or assignment. In other words, forgetting about an exam or sleeping through class is not an acceptable excuse. If you do not notify me before the class or exam begins, you will not be able to make up the points (though remember, for exams, you can drop your lowest score).

If you cannot take the exam because of a university-scheduled event (e.g., a commitment for a sports team), a religious holiday, or some other acceptable event that you could have foreseen, you must notify me at least one week before the exam to be eligible for a makeup.

## Quizzes

### ▼ Online Quizzes

In addition to the in-class exams, there will be weekly online quizzes. These quizzes provide a lower stakes way to test your knowledge about the material.

The quizzes will be open note and open book, but you must complete them on your own.

There will be one quiz in each week where we do not have an exam (excluding the first week of classes). This means that there will be eleven quizzes total. However, you can drop your lowest quiz score, which means that only 10 quizzes will count towards your overall grade.

Each quiz is worth 10 points, which means that you can get a maximum of 100 points over the course of the semester from quizzes

Each quiz will be open from Thursday morning at 7AM until Sunday night at 11:59PM in the week that it is due, so you will have flexibility as to when you complete it. You will have 30 minutes to complete the quiz once you start it.

Because the quiz allows for plenty of time for completion, it will be pretty detail focused. Make sure you have read the material and have your book and notes nearby when you take the quiz.

## Accommodations for Students with Disabilities

### ▼ Accommodation Procedures

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](http://rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be able to be honored.

### ▼ Accommodations for Exams

If you require testing accommodations (additional time, less disruptive room, etc.) you must contact me and present your VISA at least one week before the exam date to schedule an alternative exam.

## Additional Issues

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### ▼ Academic Integrity

The only way that you will benefit from this or any other course is to do the required work. This means that you must do the work on your own (including the homework and the exams) should be done entirely your own. If you engage in any form of cheating, you will receive a 0.0 for the course. This includes using someone else's iClicker for in class activities when those people are not in class.

**Statement on Academic Integrity from the MSU Office of the Ombudsperson:** There is a statement from the MSU Ombudsperson posted on [website](#). This provides a definition of what cheating and academic dishonesty is. You should read this statement, as it provides clear guidance on what counts as cheating in this and other courses at the university. Not knowing that your behavior is cheating is not an excuse if the behavior is caught. See this document.

**Class Disruptions and Expectations for the Classroom Environment:** When class begins, please put away newspapers and other reading materials, turn off ringers on cell phones, and please do not talk to other students. Talking is distracting for those around you and for me (even if you are at the back of a large classroom). These guidelines apply during lectures, films, and discussions. University policy prohibits any behavior that disrupts the class. If I have to ask you to stop any of these behaviors more than once during a semester, you will lose all extra credit and in-class activity points.

### ▼ Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record laws. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the MSU Police Department) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the MSU Counseling Center.

### ▼ Mask Policy

**University Policy on Masks:** Appropriate face coverings must be properly worn—covering both mouth and nose—by everyone (including all faculty, students, vendors, and visitors) while on property owned or governed by MSU and while participating in any indoor MSU-related or MSU-sponsored activities. If someone has a medical condition that prevents them from safely wearing a face covering, they should contact MSU's Resource Center for Persons with Disabilities (RCPD) to begin the accommodation process. They must receive documents attesting to their exemption from the mask mandate before entering an MSU building without a mask.

Please refrain from eating or drinking during class. I will provide a break halfway through class, during which students can leave the classroom to eat or drink. If you do need to eat or drink during class, please remove your mask only to take a sip or bite and then put the mask back on.

Masks must be worn correctly throughout class and must cover your nose and mouth.

Failure to comply with university mask policies is considered by MSU to be a behavior that warrants disciplinary action.