

General Psychology
PSYC 1101 Summer 2026
TR, 1:30pm – 3:25pm,
Brown Classroom GTE

Instructor: Jacqueline O Gore, Ph.D Student.

Email: jackiegore02@psych.gatech.edu

Phone: (478) 955-1195

Office: Virtual

Office Hours: Tuesdays 12:30 - 1:30pm
Thursdays 12:30 - 1:30pm
**or by appointment*

Required Text: There is no true “Required” text only recommended. I will post readings as needed on Canvas if they are needed for outside lecture. However, I do recommended this textbook if you would like one as I will be pulling most of the readings out of it! It should be free to access.

<https://lumenlearning.com/courses/introductory-psychology-lumen-one/>

Course Description: Introduction to Psychology is a broad survey of the major topics in psychology, including (but not limited to) research methodology, biological and social factors influencing behavior, development, learning, memory, and personality.

Course Objectives: After successfully completing this course, you should be able to:

- demonstrate familiarity with major psychological concepts and perspectives, empirical findings, and historical trends
- describe the basic processes underlying a variety of psychological phenomena, including development, emotion, motivation, learning, memory, and consciousness
- discuss the ways that environmental and biological processes contribute to psychological phenomena
- identify and differentiate among the basic methods of scientific psychology
- explain the fundamental changes in behavior and mental processes that occur during the lifespan
- discuss how groups and individuals influence behavior and attitudes
- identify factors that contribute to an individual's personality and attitudes
- apply psychological concepts to general descriptions of human behavior as well as his/her own experiences and attitudes
- effectively communicate in writing

Course Policies and Additional criteria for successful completion of the course:

General advice

While this course is topic-based, the concepts are much more important than any individual topic. I expect you to read any relevant section(s) of the text PRIOR to lecture, and to go over the material afterwards. This will make studying for the exams much easier. Instead of reading through your notes only once before the exam, try to build a few layers of understanding and explain the concepts to your friends, family, pet, etc.

I am here to help you understand this material. I am always happy to discuss the material covered in class or the textbook with you. I am also more than happy to discuss any academic questions that you may have that are beyond the scope of the course material. Please come to office hours or talk to me before or after class. If none of these times work for you, please make an appointment with me.

Attendance

You are expected to attend all classes; this is for your own benefit. However, I am aware that perfect attendance is not always a realistic expectation for many reasons. Please just make sure that you are communicating with me about when and why you might need to miss class so we can make sure it does not negatively impact your learning. Assigned book readings are intended to supplement and clarify materials presented in lecture, not to substitute for material presented in lectures, nor to replace your attendance at lectures. If, for any reason, you must miss lectures, I expect you to make arrangements to obtain class notes from that lecture. If you need help understanding the material you have missed, please come to office hours or make an appointment. Always feel free to ask questions in lecture!

Proper Conduct

Students are expected to behave in a manner that is conducive to a learning environment. Please show respect for the learning process, other students, and your instructor by not engaging in disruptive behaviors including (but not limited to) side conversations, texting, tweeting, facebooking, taking phone calls, and using computers for non-class purposes. All electronic devices should be silent and put away during lecture. Please step outside if you need to deal with an urgent matter.

Technology and AI

Cell phones should be kept on vibrate or silent. If you anticipate a phone call, let me know before class, or take it outside the classroom. There may be time we use cell phone for class participation (in-class texting, polls, etc.). I look forward to incorporating technology into our classroom, but not at the expense of your learning.

In this class we treat AI-based assistance, such as ChatGPT and Copilot, the same way we treat collaboration with other people: for individual assignments, you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants. Please be aware that everything that you give to the AI model becomes data that is used to train the model. **Do not** upload anything generated by your instructors (including but not limited to slides, assignments, or rubrics) to a generative AI model as that would constitute theft of intellectual property.

There are some assignments that you are explicitly permitted to use CoPilot as a tool. CoPilot is a Georgia Tech approved AI agent, and Georgia Tech has an agreement that the data generated at Georgia Tech will not be used by Microsoft or stored in a repository. If you choose to use CoPilot on the permitted assignments, you are asked to write a declaration of AI use and to upload your conversations with CoPilot as an appendix for the relevant assignment.

However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes); APA does have guidance for how to cite the use of AI tools.

Including anything you did not write in your assignment without proper citation and declaration will be treated as an academic misconduct case. If you are unsure where the line is between collaborating with AI and copying AI, we recommend the following heuristics:

Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.

This heuristic includes avoiding using AI directly integrated into your composition environment: just as you should not let a classmate write content or code directly into your submission, so also you should avoid using tools that directly add content to your submission.

Deviating from these heuristics does not automatically qualify as academic misconduct; however, following these heuristics essentially guarantees your collaboration will not cross the line into misconduct.

Core IMPACTS statement

Orienting Question: How do I understand human experiences and connections?

Overview

Explore the intricacies of human behavior and investigate how historical, economic, political, social, and geographical factors develop and influence people. These courses will enhance skills in intercultural understanding, empathy, and persuasive communication.

Career Ready Competencies: Persuasion, Intercultural Competence, Perspective Taking

Email Policy

Email is the preferred method of communication. Emails sent to the entire class will be sent to your GT email address (i.e., XXX@gatech.edu). Please either plan on checking your GT account for emails at least once a day or check to ensure that mail sent to your GT email account are forwarded to the account you use and check regularly.

Please contact me via email, using your GT email account; do not use Canvas.

- Use a properly descriptive subject line, containing the course number PSYC 1101 and brief phrase summarizing the subject of your message
- Use a proper greeting such as “Dear Jacqueline (I am not a Dr. yet),”
- Compose your email in paragraph form, using a line of whitespace to separate paragraphs, and using complete sentences.

- I will respond to your email within 2 business days during regular school hours.

Lectures

Copies of class PowerPoints will be posted to Canvas. The PowerPoints will be posted following each class.

Grades:

There will be 1000 points possible		Letter Grade Assigned	
		Points	Grade
525	Three exams (175 points per exam with the highest score)		
175	Quizzes	1000-900	A
100	Research Proposal	899-800	B
50	Important Topics	799-700	C
50	Class Participation	699-600	D
100	Research Participation (see below)	<600	F

In-class Exams

Please be on time; I will not allow students to take a test after one student has completed an exam and exited. Please bring your Buzzcard or some other form of picture identification (e.g., driver's license) with you to each exam as you may be asked to present it when turning in your exam. **Please be aware that absolutely no makeup exams will be given unless you have a GT approved absence. See the registrar's website: <http://www.registrar.gatech.edu/students/formlanding/iaabsences.php>.**

There will be three (3) non-cumulative mid-term exams worth 175 points. Exams will cover material presented in lectures, student presentation, and assigned readings. The format of the exam will consist of multiple-choice and fill-in-the-blank. The exam questions will come from readings, in-class activities, and online-course work (including lectures, videos, discussions, demonstrations, etc.). These exams will occur throughout the semester. I will take your 2 highest scores and allow you to do grade correction for the lowest. This is a great way to boost your final grade if you feel unprepared during any point during the semester.

Quizzes (175 points). For you to get the most out of lecture and class activities, you need to be engaging with the material outside of class. Quizzes are due by **11:59 PM on Sundays**. The quizzes typically line up with the class topics for the week, but that might not always be the case. These will be made available on canvas. **Completion of each quiz will be worth 5 points and, collectively, will later be weighted and converted to be worth as much as one exam grade (175 points).** You are allowed and encouraged to use your book and notes as resources and are encouraged to take notes while reading. Students must work independently on these quizzes. Late quizzes will not be accepted for any reason.

Research Proposal (100 points). You will be acting as a researcher to answer a specific hypothesis by designing an experiment. For this assignment, you will bring your draft proposal to class for peer review and feedback. This feedback will then allow you to revise and improve your proposal before submitting the final proposal. If you feel that you need further feedback on your research proposal, please feel free to come to office hours or make an appointment to discuss your hypothesis, methods, etc. See end of syllabus for more details. Submit your final proposal on Canvas as a Word document.

Important Topics (50 points). To get practice in acting as a researcher, you are also to complete ten (10) “Important Topic...” Activities in Canvas (each worth 5 points). The important topics activities will be due by **11:59 PM on Sundays**. These activities will typically line up with class topics for the week, but that may not always be the case. **You are allowed and encouraged to use your book and notes as resources and are encouraged to take notes while reading and researching.** Students must work independently on these activities. Late assignments will not be accepted for any reason.

+ Research Participation!

Article Critiques: You will conduct 4 article critiques (1 research credit per article) of 4 different empirical papers on a topic of your choice (2-3 pages per article critique). **You have until Monday, July 23rd to complete your article critiques.** Use Georgia Tech’s online library to find the articles and use the following link as a guide to what is an acceptable journal for a published article for this assignment: <http://www.scimagojr.com/journalrank.php?area=3200>. This assignment should be written in APA style: <https://owl.english.purdue.edu/owl/resource/560/01/>

The main points of the paper should include answers to the following questions(1 point for each):

1. What was the hypothesis of the study?
2. Identify the IVs, DVs, extraneous variables, and confounding variables.
3. What were the study results?
4. What are the general conclusions?

Grade Review

Due to time constraints, I will not be handing back exams in class. **Students interested in looking over their scored exams should email me and I can set up a time with you to review your exam. Students will have the opportunity to review their first three exams at any point throughout the semester up until 12 pm on Friday, 7/20 (prior to finals week).** After this date, students will only be allowed to look over their final exam. I strongly encourage students that have questions or concerns to talk to me either before or after class or during office hours. If you are unable to meet with me during office hours, please let me know and we will find a mutually convenient time to meet. Other than office hours, the best way to reach me is via email.

If you think there has been an error in grading, contact me immediately by email! I do not have a TA for this course and it is possible I have made a mistake. In some cases, grade reviews will

have to be done in person and the original work must be presented when appropriate. Because email is not secure, you can ask for a check on a grade over email but I will not discuss exact point totals over email.

Academic Integrity:

All students are assumed to have read the Code of Student Conduct and consented to be bound by it. Violations of these rules of conduct are taken extremely seriously and will result in a failing grade for the course. Specific violations include (but are not limited to):

- Use or provision of prohibited assistance during quizzes or exams
- Sharing of outside assignments such as research reports or papers
- Plagiarism- this includes both the use of the words and ideas without attribution (e.g., by presenting online materials as if they were your own work)

Disability Services Accommodations Procedures for Students:

Georgia Tech complies with regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you are in need of a classroom accommodation, please make an appointment with the Office of Disability Services to discuss the appropriate procedures. Their website is www.adapts.gatech.edu

Support Services and Resources

In your time at Georgia Tech, you may find yourself in need of support. Below you will find some resources to support you both as a student and as a person.

Academic support

- Center for Academic Success <http://success.gatech.edu>
 - 1-to-1 tutoring <http://success.gatech.edu/1-1-tutoring>
 - Peer-Led Undergraduate Study (PLUS) <http://success.gatech.edu/tutoring/plus>
 - Academic coaching <http://success.gatech.edu/coaching>
- Residence Life's Learning Assistance Program
<http://housing.gatech.edu/learning-assistance-program>
 - Drop-in tutoring for many 1000 level courses
- OMED: Educational Services (<http://omed.gatech.edu/programs/academic-support>)
 - Group study sessions and tutoring programs
- Communication Center (<http://www.communicationcenter.gatech.edu>)
 - Individualized help with writing and multimedia projects

Personal Support

Georgia Tech Resources

- The Office of the Dean of Students: <http://studentlife.gatech.edu/content/services>; **404-894-6367**; Smithgall Student Services Building 2nd floor
 - You also may request assistance at https://gatech-advocate.symplicity.com/care_report/index.php/pid383662?
- Counseling Center: <http://counseling.gatech.edu>; **404-894-2575**; Smithgall Student Services Building 2nd floor

- Services include short-term individual counseling, group counseling, couples counseling, testing and assessment, referral services, and crisis intervention. Their website also includes links to state and national resources.
- *Students in crisis may walk in during business hours (8am-5pm, Monday through Friday) or contact the counselor on call after hours at 404-894-2204.*
- Students' Temporary Assistance and Resources (STAR): <http://studentlife.gatech.edu/content/need-help>
 - Can assist with interview clothing, food, and housing needs.
- Stamps Health Services: <https://health.gatech.edu>; **404-894-1420**
 - Primary care, pharmacy, women's health, psychiatry, immunization and allergy, health promotion, and nutrition
- OMED: Educational Services: <http://www.omed.gatech.edu>
- **Women's Resource Center:** <http://www.womenscenter.gatech.edu>; **404-385-0230**
- **LGBTQIA Resource Center:** <http://lgbtqia.gatech.edu/>; **404-385-2679**
- **Veteran's Resource Center:** <http://veterans.gatech.edu/>; **404-385-2067**
- **Georgia Tech Police: 404-894-2500**



Tentative Course Schedule

Day	Date	Topic	Readings
T	5/19	Welcome; What is Psychology?	
R	5/21	Thinking Critically With Psychology	TBA
T	5/26	Hypothesis Testing & Methods	TBA
R	5/28	Biology of Behavior	TBA
T	6/2	Consciousness	TBA
R	6/4	EXAM 1	
T	6/9	Development	TBA
R	6/11	Sex, Gender, & Sexuality; Proposal References Due	
T	6/16	Sensation & Perception	TBA
R	6/18	Learning	TBA
T	6/23	Memory	TBA
R	6/25	Stress & Health:	
T	6/29	EXAM 2	
R	7/2	In-class critiques of proposals; Draft Proposals Due	TBA
T	7/7	Thinking and Language	
R	7/9	Intelligence	TBA
T	7/14	Motivation	TBA
R	7/16	Emotion	TBA
T	7/21	Social, Proposals due	TBA
R	7/23	Personality; Research Participation Due	
T	7/28	Last Instructional Day: Research Participation Due, Last day to review grades	
R	7/30	Finals, Reading Day	
T	8/4	Finals, Reading Day	
R	8/6	Finals	

PSYC 1101: General Psychology
Research Proposal: The Science of Psychology

Due Dates:

6/11: references for proposal due (10 points)

7/2: draft proposals due; in-class critiques (10 points)

7/21: Final proposals due (80 points)

Purpose: The purpose of this assignment is i) to simulate the process experimental psychologist go through when designing research studies and ii) to engage in scientific method in psychology

This assignment will help you practice the following **skills:**

- Formulating a hypothesis to explain a psychological phenomenon
- Critical thinking and experimental interpretation
- Finding, citing, and summarizing research from peer-reviewed scientific journal articles

This assignment will help you gain the following **knowledge:**

- Familiarity with PsychInfo and APA format
- Understanding of the links between a hypothesis and the experimental variables & methodologies

Task: This exercise asks you to think as an experimental psychologist, trying to answer one of the following research questions:

1. What causes people to participate in viral challenges like the “Tide Pod” challenge?
2. What causes sex differences in mental disorder diagnoses and prevalence?
3. How do personality traits influence political leanings?
4. How does color perception influence mood?

Once you have chosen your research question of interest, find peer-reviewed, original journal articles related to your research question and write a research proposal to address the research question (A list of these references needs to be uploaded to Canvas by 11:59 PM June 11th). The research proposal should be approximately 5 pages in length, address the following points, and use proper APA format, including a title page, in-text citations, an Introduction, Methods, Results, Discussion, and references. See the following link for more information: <https://owl.english.purdue.edu/owl/resource/560/01/>

1. Summarize the article(s) that serve as a basis for your research proposal

2. Identify a limitation of the article that can serve as the basis for your research proposal
3. Hypothesize: How do you think phenomenon arises? What are the processes or influences? Describe the relationship.
4. Identify and operationally define your variables: independent variables, dependent variables, confounding variables, and any participant variables of interest. Note: the independent and dependent variable should follow naturally from the hypothesis.
5. Describe your participants in detail, including age, gender, education, ethnic background, etc.
6. Describe your methods, including detailed descriptions of the measures, and procedures, with sufficient detail to perform or replicate your study. Discuss the controls or measures undertaken to reduce identified confounds
7. State your expected results as predictions that relate back to your hypothesis. What results would support your hypothesis?
8. Discuss your expected results and interpret them based on your hypothesis.
9. Discuss the limitations, alternative explanations, and future research based on your expected results and information from the introduction

Criteria for success: As scientists, we strive for specificity and accuracy. As such, I encourage you to avoid vague descriptions, unclear hypotheses, or a lack of details. Please see the attached rubric for the evaluation criteria for the final proposal:

Category	Exceeds Standard (8)	Meets Standard (6)	Nearly Meets Standard (4)	Does Not Meet Standard (2)	Score
Grammar & Mechanics	Paper has no errors in punctuation, capitalization, grammar, and spelling.	Paper has almost no errors in punctuation, capitalization, grammar, and spelling.	Most punctuation, capitalization, grammar, and spelling correct, but some errors remain	Numerous and distracting errors in punctuation, capitalization, grammar, and spelling making reading difficult	
Citations & Bibliography	All cited works and bibliography are done in correct APA format with no errors. Includes a least 3 primary references which are peer-reviewed, original scientific articles.	Cited works and bibliography are done in correct APA format with no errors. Includes at least 1 major references, which is a peer-reviewed, original scientific article.	Cited works and bibliography are done in correct APA format with some errors. Includes at least 1 major references, which is a peer-reviewed, original scientific article.	Cited works and bibliography not done in correct APA format or with many errors. Does not include at least 1 peer-reviewed, original scientific article.	
Article Summary	Summary provides statement of empirical approach(es), findings, and limitations of the source(s), which lead directly to proposal hypothesis	Summary provides statement of empirical approach(es) & findings of the source(s).	Summary only provides statement of findings	Summary only provides statement of findings or findings are presented as quotes from the source; not in a student's own words	
Hypothesis	Reasoned statement of explanation from which predictions of group differences logically follow	Statement of explanation and presence of predictions of group differences	Statement of prediction or multiple predictions of group differences	Statement of prediction	
Variable identification	Statement of independent, dependent, confounding and participant variables are explicit and accurate, with operational definitions of each variable	Statements of independent, dependent, confounding, and participant variables are explicit and accurate.	Statements of independent, dependent, confounding, and participant variables are not explicit or inaccurate, or missing.	Statements of independent, dependent, confounding, and participant variables are not explicit or inaccurate, missing or lacking.	
Methodological Design	Methods are accurately identified, with detailed descriptions of measures and participants using justifications from the summary or hypothesis	Methods are accurately identified, with detailed descriptions of measures and participants	Statements of methods are accurately identified but detailed descriptions of measures and participants is missing or lacking.	Statements of methods are not explicit or inaccurate, or missing.	

Procedure	Data collection explanations are of sufficient detail to perform or replicate study. Clear discussion of controls (placebo or confederate or reducing identified confounds)	Data collection explanations are of sufficient detail to understand study with some discussion of controls	Data collection explanations are explicit and accurate. No discussion of controls	Data collection explanations are unclear or not explicit or missing. No discussion of controls	
Results	Statement of expected results that would support hypothesis with detail discussion as to group differences	Statement of expected results that would support hypothesis "We expect to see"	Statement of expected results, but these results are not related to hypothesis	Results section written as if study has been conducted or statement of expected results are missing or not related to hypothesis	
Conclusion & interpretations	Detailed discussion of expected results are interpreted in context of hypothesis beyond support or falsification	Discussion of expected results that relate back to hypothesis "This result ... would support the hypothesis because..."	Expected results are not interpreted in context of hypothesis	Expected results are not interpret in context of hypothesis	
Discussion	Discussion of limitations, including both alternative explanations and future research based on results and information from introduction	Discussion of limitations and future research based on results. Alternative explanations may be present	Discussion of limitations or future research based on results. Alternative explanations may be present	Discussion of limitations, alternative explanation are inaccurate, not explicit or lacking	