

## Psychology 1101 Section I General Psychology Fall 2026

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### Course Description

#### Content

The topics covered in this course are the scientific method (as it applies to psychology), learning, physiological psychology, sensation & perception, memory & cognition, and developmental psychology. The course will frequently focus on how psychological experiments are designed and carried out and how the data are analyzed.

#### Goals and Learning Objectives

The aim of this course is to familiarize you with some key theories and findings in psychology and to help you learn to think productively about research and theories and learn to make predictions based on those theories. You will also learn to think critically about theories and apply them.

#### Course Materials

OPTIONAL *Understanding Human Behavior* (any edition). C.R. Mynatt & M.E. Doherty. Allyn and Bacon.

#### Course Requirements and Grading

There will be four exams in this class occurring at approximately equal intervals. All students are required to take all exams. The exams will occur roughly 1) after the Learning section, 2) after the Sensation & Perception section, 3) after the Memory & (part of the) Cognition section, and 4) during the final exam period. The exam during the final exam period is not cumulative.

You will earn a certain number of points from the tests. The number of the points you need for each letter grade is as follows: A: 126 (90%) B: 112 (80%) C: 98 (70%) D: 84 (60%) There is no rounding.

The above grading scheme represents the toughest I will grade. However, the cutoffs for grades might be relaxed depending on the proportion of students achieving each grade.

#### Attendance and Office Hours

Attendance in class is up to you. However, please note that *you are responsible for keeping up with any in-class announcements about test days*. I do not have a set time for office hours. I am happy to meet with you to go over class content, exam issues, etc. If you want to meet, please e-mail me for an appointment or see me before or after class and we can find a time.

## **Academic Integrity**

Students are expected to act according to the highest ethical standards. This includes, but is not limited to: 1. Not possessing, using, or exchanging improperly acquired written or oral information in the preparation of a paper or for an exam. 2. Not substituting as your own work material that is wholly or substantially identical to that created or published by another individual, web site, or computer-based tool (e.g. ChatGPT). 3. Making false claims of performance or work that has been submitted by another student.

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity (OSI), which manages the due process, including collecting relevant information from all parties, and if responsibility for a violation is found, identifying the appropriate penalty. For more information on the Honor Code, visit the OSI website.

## **Accommodations and Learning Environment**

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at 404.894.2563 or their website, as soon as possible, to discuss your needs and to obtain an accommodations letter. Also, please make an appointment with me as soon as possible to discuss your learning needs. I am committed to creating a learning environment in which students feel comfortable. Because we are individuals with varying needs, I am reliant on your feedback to achieve this goal.

## **Research Exposure**

All Psych 1101 students are required to participate in at least 4 credits of SONA research hours. If you are not yet 18, you are still required to participate in research for credit. However, you will be allowed to complete only studies that are labeled with “flex-exempt” status. Beyond these restrictions, it is your choice which studies you would like to participate in. If you have a religious or cultural reason for not participating in experiments, please see me.

Unsuccessful completion of all credits can result in up to a letter grade reduction toward the final grade in the course. If you complete 3 out of 4 required credits, you will lose points equal to 1/4 of a letter grade on your final point total; if you complete 2 out of 4 required credits, you will lose points equal to 1/2 of a letter grade; if you complete 1 out of 4 required credits, you will lose points equal to 3/4 of a letter grade; if you complete 0 out of 4 required credits, you will lose a full letter grade.

You can request an account, learn about, and sign-up for, the experiments on the experiment web site: <https://gatech-psych.sona-systems.com>. At the beginning of an experimental session, the researcher will describe in detail what you are expected to do. You have the option at that time of declining to participate. At the end of the semester I will generate a report showing how many hours of experiments you completed.

When you sign up for an experiment, it is important that you show up at the appointed time or cancel your appointment at least 24 hours in advance. Missed appointments are problematic because of the time and opportunities lost such as depriving other students from taking that spot and the lost time of the researchers. If there are two unexcused missed appointments during the semester, you will no longer be able to sign up for experiments. Arriving late to an appointment might constitute a missed appointment if the researcher is not able to accommodate you in the remaining time.

## **Tentative Course Outline**

<b>Topic</b>	<b>Relevant Chapters (2nd edition)</b>
Introduction	1, 11, 16, 35-36, 41 (1st edition: 1, 35-37, 39-40)
Methodology	2-3, 30, 32-33 (1st edition: 2-3, 28-30)
Learning	4, 7, 12-15 (1st edition: 4-5, 9-12)
Physiological Psychology	5-6 (1st edition: 41-42)
Sensation & Perception	8-10 (1st edition: 7-8)
Memory	17-19 (1st edition: 13-15)
Cognition	20-22, 26, 44 (1st edition: 16-17, 19, 23, 38)
Developmental Psychology	24-25 (1st edition: 21-22)

### **Statement of Intent for Inclusivity**

As a member of the Georgia Tech community, I am committed to creating a learning environment in which students in the classes I teach feel safe and included. Because we are individuals with varying needs, I am reliant on your feedback to achieve this goal. To that end, I invite you to enter into dialogue with me about the things I can stop, start, and continue doing to make our classroom an environment in which you feel safe to participate in learning.

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