

PSYC 1101 F - General Psychology

Summer 2026
T-Th 9:30 – 11:40am
Synchronous Online

Professor

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Zoom Meeting Link:

<https://gatech.zoom.us/j/93737083760?pwd=uZqdOCT5xQPlz8DW8TSNKAHmFfDhfC.1>

Required Textbook

Introducing Psychology, 6th edition
Schacter, Gilbert, and Nock
Worth Publishers
ISBN 978-1-319-43221-8

Macmillan Learning Course Code

9gksqj

Course Website

Handouts, lecture slides, announcements, and Macmillan Learning will be available on GT Canvas

Course Description

General Psychology is a broad survey of the major topics in psychology, including (but not limited to) research methodology, biological and social factors influencing behavior, psychological disorders, stress and health, development, learning, memory, and cognition.

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

- Describe the basic processes underlying a variety of psychological phenomena, including development, emotion, motivation, learning, memory, and consciousness
- Demonstrate familiarity with major psychological concepts, theoretical perspectives, empirical findings, and historical trends
- Discuss the ways that environmental and biological processes contribute to psychological phenomena
- Apply psychological concepts to general descriptions of human behavior as well as your own experiences and attitudes

Attendance Expectations

Please read Georgia Tech's [Student-Faculty expectations](#).

Attendance will not be monitored. However, research indicates that you will learn more, retain more, and do better in class if you attend each lecture and [take notes](#). In general, the more you can actively engage (e.g., ask questions, take notes, translate notes into your own words, draw diagrams), the better you will learn. You do not need to contact me if you cannot attend class.

Please be courteous and respectful to others in class. Don't play games or distract others. Arrive on time and do not pack up early.

Course Exams and Grading

Grading will be based on four midterm exams, with an optional comprehensive final exam and will also include three online learning activities using the MacMillan Learning Achieve platform (accessible via Canvas). The four midterm exams will each cover approximately four chapters worth of material and will consist of 50 multiple choice questions, each worth two points (100 points per exam). The final exam is comprehensive, covering material from the entire semester, and is optional. The final exam will be the same format as the midterm exams. If your final exam score is higher than your lowest midterm exam score, then it will replace that score. If it is lower than your lowest midterm score, then it will be discarded. This means that there is *no risk* of lowering your grade if you take the final exam, because your final grade will be based on your four highest exam scores (modified by your research participation, see below).

Your final grade will be weighted partly by the exams, and partly by the online activities. Your four highest exam scores will each be worth 20% of your final grade, for a total of 80%. The three online activities will be worth a total of 20% of your final grade: Learning Curve 10%, Concept Practice activities 5%, and PsychSim activities 5%.

LearningCurve (10% of final grade)

Students must work independently on chapter LearningCurve assignments, which are available through Macmillan LaunchPad. LearningCurve is a learning engine that presents concepts to students, adapting to your performance to help you learn efficiently and effectively, and master core concepts. The chapter LearningCurve assignments should take a few minutes each. Typically, they align with the material to be covered in the following week. Your lowest scoring LearningCurve chapter grade will be dropped from the final grade calculation.

Concept Practice Activities (5% of final grade)

Some of the topics that are discussed in class will be intuitive and immediately understandable while others will be more complex. In order to reinforce some of these more difficult to understand concepts, students will complete thirteen (13) “Concept Practice” Activities in Macmillan LaunchPad. These activities will help students gain a deeper understanding of more difficult ideas by reinforcing terminology and providing additional examples both from research studies and that students may encounter in their daily lives. These activities should take about 10 minutes each. 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 activities.

PsychSim Activities (5% of final grade)

One of the most important skills students should be developing and refining throughout the semester is the ability to think critically and scientifically. In order to practice these skills, students will complete “PsychSim” Activities in Macmillan LaunchPad. These activities may include demonstrations where you are the participant, reading additional material about a research study discussed in the book, and relevant videos to the material discussed in class, followed by a series of multiple-choice questions about the activity you completed. These activities should take about 15 minutes each. 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 activities.

Make-up exams can be arranged if you have a valid reason (e.g., approved extra-curricular event) and arrange it with me prior to the exam. If you miss an exam due to an emergency, I will consider scheduling a make-up exam on a case by case basis. I will need an official absence via the Dean of Students office or other GT authority to schedule a makeup exam.

Grades will be determined based on the following scale:

90% – 100% = A

80 %– 89%	=	B
70% – 79%	=	C
60% – 69%	=	D

Please do not write to me at the end of the semester asking for a grade increase. I will not respond.

Research Exposure Program, School of Psychology, Georgia Institute of Technology:

We in the School of Psychology believe that exposure to research is essential to gaining a better understanding of the scientific study of human behavior. Being involved in research is a good way to experience first-hand and learn about the scientific enterprise. To fulfill the research exposure requirement for PSYC 1101, you must experience research as a volunteer participant in studies conducted in the School of Psychology at GT. You can learn about, and sign-up for, the experiments on the experiment web site: www.gatech-psych.sona-systems.com. Students who are under 18 years old may not be eligible to participate in research studies and need to complete alternative assignments (check Canvas for details).

You need to participate in 4 hours of research credit. You have until the last day of class (prior to the reading and exam periods) to complete your research credit. Unsuccessful completion of all research credits can result in up to a letter grade reduction toward the final grade in the course. You will not technically earn points for participating in research hours. By doing 4 hours of research, you get to keep the points you have earned throughout the semester. The breakdown for partial completion is as follows:

- Only 3 hrs completed: -2.5% from total course grade
- Only 2 hrs completed: -5% from total course grade
- Only 1 hr completed: -7.5% from total course grade
- 0 hrs completed: -10% from total course grade

When you sign up for studies, it is important to show up at the appointed time or cancel your appointments 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. Therefore, if there are two unexcused missed appointments during the semester, you will no longer be able to sign up for studies. In this case, you will not be able to complete any further hours of research credit.

Participants who begin a study but do not complete a study session will be given 50% of the SONA credits allotted for that study session. If you are participating in a multi-part study, you may not be able to complete future parts of that study if you fail complete an earlier session. If the study cannot be completed due to technological failure, or other factors beyond the participant’s control, please contact the experimenter for the study listed in SONA

ALTERNATIVE ASSIGNMENTS

Option 1: Journal Article Critiques

You will compose journal article critiques (1 research credit per article) of 4 different empirical papers on a topic of your choice (2 pages per article critique). You have until 10pm on 08/3/2026 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: <https://www.scimagojr.com/journalrank.php?area=3200>. You can consult with a TA to identify suitable articles. Submit articles to Phoung by email.

Option 2: Video Content Creation. Choose 1 topic discussed in your psychology course and make a “Crash Course” video on YouTube. Be as creative as possible, keeping in mind your video could be used as an Open Educational Resource (OER) for others. Be sure the video is accessible to those in the general population by providing enough background information and breaking down scientific jargon. Each video (up to 2 videos max, 1 research credit hour per video) must be 3-5 minutes in length. Your video can be privately listed – just be sure your Instructor can see it.

Option 3: Lecture Series. Choose either or both choices below and follow the numbered prompts to complete a max 1 page summary/reflection (up to 2 talks max, 1 research credit per summary/reflection).

1. Attend an invited talk on campus given by someone who has a Ph.D. in the areas of Psychology or Neuroscience, or does research in these areas.
2. Visit the [TED Talks Website](#) [Links to an external site.](#) and search for a talk on the subject matter of psychology. Watch one of the talks that interests you, as long as it is a *minimum of 8 minutes in length*. At the top of your response, include the title of the TED Talk, the name of the presenter, when it was filmed, along with a link to the video.

Numbered prompts to complete your summary paper:

1. Give a summary of the talk, emphasizing the speaker's main points
2. What did you find most interesting about the talk, and what will you most likely remember from the talk?
3. What type of data or evidence did the presenter show to back up their claims?
4. Read the biographical information and do some basic background research on the presenter. What area of psychology do they work in?
5. What other questions would you have for this presenter if you could have a conversation with them? What else would you like to know about the topic?

Summary papers must be turned in as a .doc or .docx. Videos must be turned in as a YouTube link or .mp4.

If you turn in a YouTube link, please make sure your YouTube video is set to "unlisted." If it is set to "private," we will not be able to view it, and it will be considered incomplete/not turned in.

You can make multiple submissions if you are turning in more than one summary/video.

It is your responsibility to make sure your assignments are in the correct format. Assignments in other formats (or that cannot be opened) will not be graded.

Georgia Tech Academic Honor Code

Article II: Section 3. Student Responsibilities

Students are expected to act according to the highest ethical standards. The immediate objective of an Academic Honor Code is to prevent any Students from gaining an unfair advantage over other Students through academic misconduct. The following clarification of academic misconduct is taken from Section XIX Student Code of Conduct, of the Rules and Regulations section of the Georgia Institute of Technology General Catalog: Academic misconduct is any act that does or could improperly distort Student grades or other Student academic records. Such acts include but need not be limited to the following:

- Unauthorized Access: Possessing, using, or exchanging improperly acquired written or verbal information in the preparation of a problem set, laboratory report, essay, examination, or other academic assignment.
- Unauthorized Collaboration: Unauthorized interaction with another Student or Students in the fulfillment of academic requirements.
- Plagiarism: Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating the authorship.
- False Claims of Performance: False claims for work that has been submitted by a Student.
- Grade Alteration: Alteration of any academic grade or rating so as to obtain unearned academic credit.
- Deliberate Falsification: Deliberate falsification of a written or verbal statement of fact to a Faculty member and/or Institute Official, so as to obtain unearned academic credit.
- Forgery: Forgery, alteration, or misuse of any Institute document relating to the academic status of the Student.
- Distortion: Any act that distorts or could distort grades or other academic records.

While these acts constitute assured instances of academic misconduct, other acts of academic misconduct may be defined by the professor. Students must sign the Academic Honor Agreement affirming their commitment to uphold the Honor Code before becoming a part of the Georgia Tech community. The Honor Agreement may reappear on exams and other assignments to remind Students of their responsibilities under the Georgia Institute of Technology Academic Honor Code.

This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion