



# UNIVERSITY OF WATERLOO

**Psych 101, Section 3**  
**Introduction to Psychology**  
**Winter 2023**  
**Tues/Thurs 4:00-5:20, M3 1006**

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**Instructor:** Dr. Megan McCarthy

**Office:** PAS 3050

**Office Phone:** x46690

**Office Hours:** Tuesday 11:30-12:30, Thursday 2:00-3:00 or by appointment

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*I acknowledge that I live and work on the traditional territory of the Anishnaabeg, Haudenosaunee, and neutral peoples. The University of Waterloo is situated on the Haldimand Tract, land promised to Six Nations, which includes six miles on each side of the Grand River. As part of acknowledging this territory, I am committed to learning about, understanding, and respecting indigenous perspectives and ways of knowing.*

|              |                       |                            |                    |
|--------------|-----------------------|----------------------------|--------------------|
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## Course Description

Psychology 101 is designed to provide you with an understanding of the basic concepts, theories, and methods of modern psychology as a behavioural science. The field is diverse, covering a broad range of topics such as neuroscience, human development, learning and memory, the social forces that affect behaviour, mental disorders and treatment, and many more. Based on those topics, I expect that you will develop a more thorough understanding of yourself and the world that you live in. But since psychology is in essence the study of our human experience, I'll also expect that each of you is coming into this course with some intuitive assumptions about the field. You will find that many of your beliefs about human existence are scientifically supported; but you will also find many beliefs are refuted by the evidence. Therefore, another goal of this course will be to encourage you to think critically about your preconceptions so that you can become a better consumer of the psychological information that is available in the world, and especially the media.

## Course Goals and Learning Outcomes

Through lectures, readings, videos, discussions, and class activities students will:

- Become familiar with the broad range of topics that make up the discipline of psychology.
- Gain an appreciation for the role of science in learning about human behaviour.
- Gain greater insight into yourself, others, and the human condition.

## Required Text

- [Krause, M., Corts, D., Smith, S., & Dolderman, D. \(2021\). \*An introduction to psychological science \(Third Canadian edition\)\*. Pearson.](#)

This is an e-textbook. The link will take you to the bookstore where you can purchase a code, which you will then register here to get access to the text: <https://console.pearson.com/enrollment/atjf3o>

Included with the purchase of a new text is a subscription to Learning Catalytics, which is a web based student response system (similar to clickers) that we will be using regularly throughout the term. To take advantage of this learning tool, please bring a smart device (laptop, tablet, or smart phone) or a text-capable cell phone to class beginning week 2. In the event that you elect to purchase a used copy of the textbook, you can purchase a code to Learning Catalytics separately from the publisher. To register your code for Learning Catalytics, go here: <https://www.learningcatalytics.com>

## Course Requirements and Assessment

| Assessment                | Date of Evaluation (if known) | Weighting |
|---------------------------|-------------------------------|-----------|
| In-Class Midterms         | Jan 31, Mar 2, Mar 30         | 40%       |
| Final Exam                | Final Exam Period             | 25%       |
| Application Paper         | Feb 16                        | 10%       |
| Self-Analysis Paper       | Apr 6                         | 15%       |
| Learning Catalytics       | Jan 17 – Apr 6                | 6%        |
| Research Experience       | Jan 9 – Apr 10                | 4%        |
| Bonus Research Experience | Jan 9 – Apr 10                | (+2%)     |
| Total                     |                               | 100%      |

### Midterm Tests (40%)

There are three midterms throughout the term, which will be completed in class (in our regular classroom at the regular time). Midterm tests cover material equally from both lecture and assigned readings and consist of multiple choice questions. Your highest two scores will each be worth 20%, and your lowest score will be dropped. Midterms are NOT cumulative.

### Final Exam (25%)

The final exam will be completed during the final exam period, and will consist of multiple choice questions. The final exam IS cumulative and will cover material from both lecture and assigned readings.

### Application Paper (10%)

How can psychology help us make sense of the world we live in? For this assignment you will choose a real world example of a human behaviour, experience, or phenomenon and write a short paper analyzing this example from a psychological perspective. For example, you may want to analyze why your classmates seem to fall asleep during afternoon lectures or why vaping has risen in popularity. Your task will be to select at least one course concept to apply to this example provide a critical analysis of how this concept (or concepts, if you choose more than one) can help us to understand it. You will need to include at least two references--one can be the textbook and the second should be from a psychological journal. Full instructions will be available on Learn.

### **Self-Analysis Paper (15%)**

How can the concepts we discuss in class help you to understand your own life and experiences? For this assignment you will have the opportunity to complete a variety of measures of psychological variables (e.g., personality traits, optimism, social connectedness, etc.) and consider the role that these variables have had in your own life as well as the validity of the measures themselves. You will first complete the measures via an anonymous online survey and have a chance to view and reflect on your scores. Your task will then be to select one variable to focus on and write a short paper that critically evaluates the measure itself (do you think this is a reliable and valid measure of this variable?) and reflects on the concept being measured and how you think it has impacted your own life. You should include at least two references as part of your assessment of this variable—one can be the textbook or lecture notes and the second should be from a psychological journal. Full instructions will be available on Learn.

### **Learning Catalytics (6%)**

Learning Catalytics is a Student Response System similar to clickers but is web based and utilizes smart devices and text-capable cell phones. Student Response Systems add interactivity to the classroom and help students to assess their understanding of the content in real time. Learning Catalytics is provided for free with the purchase of your textbook. When registering your account for Learning Catalytics, it is essential that you use your uWaterloo e-mail address; otherwise, I will have difficulty assigning your participation grades. Each week beginning in week 2, questions will be posed during class with Learning Catalytics. Students who answer 60 or more questions during the term will receive participation marks (up to 6% of final grade). Getting the questions correct is NOT necessary; simply attempting them counts. Plus, it's fun! An alternative assignment worth 6% is offered for students who are unable to bring a smart device or text-capable cell phone to class. If this describes you, contact me before the end of week 4.

### **Research Experience (4% + up to 2% bonus)**

The remaining 4% of your grade will be based on participation in research. You can also earn an additional 2% in bonus marks. More detailed information appears later in this syllabus.

## **Notes/Policies:**

### **1) Website**

Please check the LEARN website regularly. I will post announcements, lecture slides, assignment information, grades, etc. Lecture slides will be posted before lecture to help you with your note-taking. However, I recommend that you take your own notes as much as possible; research shows that people have greater memory for the material when they take their own notes.

### **2) Attendance**

I will present a great deal of material not covered in your readings and expand on some of the important points in the readings during class time. For the most part, lectures and readings overlap only minimally. As a result, students who attend all lectures typically do much better than those who attend irregularly. Remember that “attending” is more than just being physically present! Try to keep your mind focused on the material and free from distractions (see section on technology). You should also exchange contact information with a classmate for notes sharing in case you have to miss a lecture.

### **3) Accommodations for Illness or Unforeseen Circumstances**

If you need an accommodation for course requirements (e.g., tests, assignments) due to illness, you should complete either a uWaterloo Verification of Illness form OR a self-declaration of illness on Quest, depending on your circumstances. In both cases you must complete the form/declaration within 48 hours of the missed course component and reach out to me or your TA to discuss the appropriate accommodation for the missed component. If you need an accommodation for reasons other than illness (e.g., personal or family emergencies), please reach out to me or your TA as soon as possible to discuss options.

#### **4) Technology Regulations**

Some studies suggest that students who bring laptops to class perform worse (on average) than their non-laptop using peers, and are less likely to pay attention in class. However, laptops may also be beneficial for engaging with some course content and can facilitate faster note-taking. If you do decide to bring a laptop to class, please be courteous to your fellow students and only use your laptop for the purposes of engaging in course content (e.g., taking notes, completing class activities). Laptop use during lectures for email, gaming, online shopping, or other non-course related activities is not permitted.

#### **5) Important Information**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](#) for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

**Intellectual Property:** Students should be aware that this course contains the intellectual property of the instructor, which can include lecture handouts and presentations (e.g., PowerPoint slides), lecture

content, both spoken and written (and any audio or video recording thereof), questions from various types of assessments (e.g., assignments, quizzes, tests, final exams), work protected by copyright.

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

## 6) Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

### On Campus

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

### Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

## 7) Additional Student Support

The **Student Success Office** at the University of Waterloo, located on the second floor of South Campus Hall, offers tutoring, workshops, success coaching, and a variety of other resources for students looking for guidance to be successful in university. Their home page is: <https://uwaterloo.ca/student-success/>

The **Writing and Communication Centre**, located on the second floor of South Campus Hall, works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence. You can make multiple appointments throughout the term, or drop in at either the Dana Porter or Davis Centre libraries for quick questions or feedback. Group appointments for team-based projects, presentations, and papers are also available. To book a 50-minute appointment and to see drop-in hours, visit: <https://uwaterloo.ca/writing-and-communication-centre/>

## 8) Academic freedom at the University of Waterloo

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

## **Sona Participation and Research Experience Marks Information and Guidelines**

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another.

Students in Psych 101 can earn **up to 4%** of their final mark in this course through research experience (i.e., course work will make up 96% of the final mark and research experience will make up the other 4% for a maximum grade of 100%). In addition, for those students who wish to sample a wider range of these experiences, a further "**bonus**" of **up to 2%** may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%. **In total, students may add up to 6% to their final grade.** The two options for earning research experience grades are described below. Students may combine these two options in any proportion.

### **OPTION 1: Participation in Psychology Research**

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in remotely operated, in lab, and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Board.

#### ***Educational focus of participation in research***

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study

- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or questions or concerns about the study in which s/he participated.

### **How to earn marks for your Psychology course:**

- You will earn “credits” which will be converted to “marks” (1 credit = 1%)
- Students may complete up to half of the credits through online studies, while the other half will need to be completed through either in lab or remote access studies (similar to In lab but held over video conferencing software).
- Participation in remotely operated and in-person in lab studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student’s participation and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

### **How to participate?**

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to: [Participating/SONA information: How to log in to Sona and sign up for studies](#)

*\*\*\* Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.\*\*\**

More information about the REG program in general is available at: [Sona Information on the REG Participants website](#) or you can check the [Sona FAQ on the REG website homepage](#) for additional information.

### **OPTION 2: Article Review as an alternative to participation in research**

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews of research articles relevant to the course (i.e., scientific journal articles). Each review article counts as one percentage point. Thus, up to 6 reviews should be submitted for full credit. To receive credit, you must follow specific guidelines.

#### **Guidelines:**

- The article must be a RESEARCH article (i.e., introduce new data) from the journal “Psychological Science”
- Each review should be 1.5 – 2.0 pages, typed and double-spaced with a cover page. A copy of the original article must be attached.
- Content of the review should briefly summarize the research question, methods, variables, results, and implications of the study. In addition, you should indicate the

pages in the textbook that are relevant to the article and critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-and-effect relationships, errors in reasoning, etc. Provide examples whenever possible. DO NOT COPY WORD-FOR-WORD FROM THE ABSTRACT OR ANY OTHER PART OF THE ARTICLE. Instead, you should paraphrase and cite from the source.

- **The review must be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**

## Course Outline

| Week | Date             | Topic  | Modules            | Assignments                |
|------|------------------|--|--------------------|----------------------------|
| 1    | Jan 10<br>Jan 12 | Welcome to the Science of Psychology!<br>Research Methods                      | 1.2<br>2.3, 2.4    |                            |
| 2    | Jan 17<br>Jan 19 | Biological Psychology<br>Biological Psychology                                 | 3.1, 3.4           |                            |
| 3    | Jan 24<br>Jan 26 | Sensation and Perception<br>Sensation and Perception                           | 4.3, 4.4           |                            |
| 4    | Jan 31<br>Feb 2  | <b>Midterm Test 1: Jan 31</b><br>Consciousness                                 | 5.2, 5.3           |                            |
| 5    | Feb 7<br>Feb 9   | Learning<br>Learning   | 6.3                |                            |
| 6    | Feb 14<br>Feb 16 | Memory<br>Memory   | 7.2, 7.3           | <b>Application Paper</b>   |
|      | Feb 21/23        | <i>READING WEEK</i>  |                    |                            |
| 7    | Feb 28<br>Mar 2  | Thinking and Intelligence<br><b>Midterm Test 2: Mar 2</b>                      | 8.1, 9.1, 9.2      |                            |
| 8    | Mar 7<br>Mar 9   | Human Motivation<br>Emotion and Well-Being                                     | 11.3<br>14.2, 14.3 |                            |
| 9    | Mar 14<br>Mar 16 | Human Development<br>Human Development   | 10.3, 10.4         |                            |
| 10   | Mar 21<br>Mar 23 | Personality<br>Social Psychology   | 12.2<br>13.3       |                            |
| 11   | Mar 28<br>Mar 30 | Social Psychology<br><b>Midterm Test 3: Mar 30</b>                             |                    |                            |
| 12   | Apr 4<br>Apr 6   | Psychological Disorders and Therapies<br>Psychological Disorders and Therapies | 16.1, 16.2, 16.3   | <b>Self-Analysis Paper</b> |



