

St. Jerome's University at the University of Waterloo
Department of Psychology
Psychology 101: Introductory Psychology
Tuesday & Thursday 4:30 to 6:00
STJ 1036 (Siegfried Hall)

Instructor: Glenn J. Meaney
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Office Hours: Tuesday and Thursday 3:00 to 4:00
Teaching Assistants: To Be Announced

Course Description

“A general survey course designed to provide the student with an understanding of the basic concepts and techniques of modern psychology as a behavioural science” (from the undergraduate calendar).

Psychology 101 is a general introduction to the science of psychology and study of human behaviour. Psychology is a very broad field and cannot be covered in depth in a 3-month course. Rather than going into great depth on each topic, the course will focus on understanding the major divisions of psychology, the kinds of questions that drive each division, and the research techniques that are used to investigate those questions. Some specific topics will be covered in greater detail for illustrative purposes. Parallels will be drawn between the science of psychology and real life situations whenever possible.

The primary purposes of the course are to (a) provide students with an introduction to the general principles of the study of human behaviour, and (b) enable students to decide which areas of psychology they may wish to study in greater depth.

Learning Objectives

As a result of taking this course, students should be able to:

1. Recognize and differentiate between the major theoretical frameworks, paradigms, and research strategies employed in the study of psychology.
2. Apply critical thinking skills to an understanding of psychological phenomena.
3. Apply foundational knowledge of psychology to future studies.
4. Think critically about the complexity of interactions between people.

Correspondence

Students using email or the telephone to contact the professor or T.A. must include their given and last names, student number, and course in which they are enrolled. Anonymous emails will be ignored. As well, email from obtuse user names such as “Screeniebeenie@hotmail.com” with subject headings of “Help” are deleted as these are usually spam. It is more appropriate for

a student to use her/his University of Waterloo account: “student@uwaterloo.ca.” Note that hotmail accounts sometimes delay routing of the messages or simply do not deliver messages. To avoid confusion, all correspondence related to the course can be conducted through the course website on UW-ACE – This is the best way to ensure that your messages are received and read. Please include the course name or your name in the e-mail subject heading.

Do not email or telephone asking for grades. Grades will be made available as efficiently as possible.

Email etiquette: It is appropriate for students to begin an email with a “salutation” and end their email with a “closing.” Simply typing a demand or a question is rude.

Required Text

Myers, D.G. (2010). *Psychology in Modules* (9th ed.). New York, NY: Worth.

Note. Only the textbook itself is required for the course; however, supplementary material included with the textbook may be useful to your studies and you are encouraged to make use of such materials at your discretion.

Evaluation Summary

Evaluation will consist of three tests and credits for participating in research or for writing article reviews. See Table 1 for times and dates.

Tests. The tests are not cumulative and there is no final exam. Each test will cover the material leading up to the test date (this includes assigned readings, film material, lecture material, and content generated in class discussions). The format of the tests will be primarily or exclusively multiple choice, but may also include true/false or matching items.

Tests will generally not be rescheduled except under medical or religious circumstances. If rescheduling of a test is required, you *must* contact the instructor prior to the test date and present appropriate documentation (see UW Policy Regarding Illness and Missed Tests at end of the course outline). If appropriate, the test may be rescheduled at the instructor’s discretion.

Research participation. Students will participate in the research studies offered through the Research Experience Group (REG) at the University of Waterloo (Option 1, see details below), or participate in alternate assignments (Option 2, see details below). Participation in these studies and the accumulation of credits will be monitored by the REG Coordinator.

Please forward any inquiries regarding this component of the course directly to the REG coordinator (Marg Ingleton) at: Email: regadmin@uwaterloo.ca, Phone: 519-888-4567 x32690, or in person at the REG Office (PAS 4007) -- Please call or email in advance to set up an appointment to ensure she is able to meet with you.

Table 1

Breakdown of Course Evaluation Components

Evaluation	Date	Location	Weight
Test 1	October 11 th	In Class	38%
Test 2	November 3 rd	In Class	29%
Test 3	November 29 th	In Class	29%
Research Participation <i>or</i> Article Reviews	See Below		4% (Possible 2% bonus)

Class Schedule

Classes will take place every Tuesday and Thursday from 4:30 to 6:00. Each class will typically consist of lectures covering one topic, while some topics will be covered in two classes. Students are encouraged to ask questions and to participate in discussions. Students are also expected to do assigned readings in preparation for each class. All class material is “fair game” for a test; that is, not only the formal lecture and textbook content, but also material that arises from group discussions or media presentations is testable material. Not all lecture material may be covered in the textbook and not all textbook material will be covered in lectures. See Table 2 for the tentative schedule of topics.

Table 2

Tentative Schedule of Lecture Topics and Assigned Readings

Date	Scheduled Topics	Assigned Readings
September 13 th	Introduction to the course	
September 15 th	Science and research	Module 1, 2, & 3
September 20 th	Nature vs. nurture	Module 11 & 12
September 22 nd	Brain and nervous system	Module 4, 5, & 6
September 27 th	Sensation and perception	Module 17, 18, & 19, 21
September 29 th		Module 21 & 22
October 4 th	Consciousness	Module 7, 8, 9, & 10
October 6 th		Module 9 & 10
October 11 th		Test 1
October 13 th	Learning	Module 23, 24, & 25
October 18 th	Memory	Module 27, 28, & 29
October 20 th	Cognitive Psychology	Module 31, 32, & 33
October 25 th		Module 34 & 35
October 27 th	Motivation and Emotion	Module 36, 38, & 40
November 1 st	Personality Psychology	Module 45, 46, & 47
November 3 rd		Test 2
November 8 th	Developmental Psychology	Module 13 & 14
November 10 th		Module 15 & 16
November 15 th	Social Psychology	Module 56 & 57
November 17 th		Module 58 & 59
November 22 nd	Psychological Disorders	Module 48, 51, & 52
November 24 th	Therapy	Module 53, 54, & 55
November 29 th		Test 3

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. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may 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 (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants 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 undergone prior ethics review and clearance through the Office of Research Ethics.

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 specific questions or concerns about the study in which s/he participated.

Participation is worth 0.5 participation credits (grade percentage points) for each half-hour of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

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. It is **VERY IMPORTANT** that you get an early start on your studies. For detailed instructions on when and how access your SONA account and for a list of important dates and deadlines please, as soon as

possible, click on:

<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/sonainfo/#SonaSignUp>

*** 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:

<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/>

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 (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the last lecture in this course. Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. 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-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

UW POLICY REGARDING ILLNESS AND MISSED TESTS

The University of Waterloo Examination Regulations

(www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. This form can be obtained from Health Services or at www.healthservices.uwaterloo.ca/Health_Services/verification.html.
- If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

OTHER INFORMATION

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo and its Federated University and Affiliated Colleges are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: All students registered in courses at St. Jerome’s University are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. 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 Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under St. Jerome’s University Academic Discipline Policy and UW Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm.

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. In such a case, contact the St. Jerome’s University Grievance Officer. Read St. Jerome’s University Handbook, Section 4, item 8, www.sju.ca/faculty/SJU_handbook/grievance_policy.html.

Appeals: A student may appeal the finding and/or penalty in a decision made under St. Jerome’s University Academic Discipline Policy or Grievance Policy if a ground for an appeal can be established. In such a case, contact the St. Jerome’s University Appeals Officer. Read St. Jerome’s University Handbook, Section 6.4, www.sju.ca/faculty/SJU_handbook/examinations_grades_standings_and_appeals.html.

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): <http://uwaterloo.ca/academicintegrity/>

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, 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 OPD at the beginning of each academic term.