

## COURSE SYLLABUS

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Instructor: Richard Ennis  
Class Meeting: Tuesday, 6:30 - 9:20 p.m., HH159  
Office: PAS 3017  
Office Hours: Tuesday, 10:00 - 11:30  
Phone: 519-888-4567 ext 35333  
E-mail: [rennis@uwaterloo.ca](mailto:rennis@uwaterloo.ca) (Note: I do **NOT** use or check the ACE email system)  
Course Website: <http://uwace.uwaterloo.ca>  
Teaching Assistants: To be announced

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### Course Resources

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#### *Required Textbook:*

Myers, D. G. (2010). *Psychology: Myers in Modules* (9<sup>th</sup> Ed.). New York: Worth Publishers.

The official text is the 9<sup>th</sup> edition of *Psychology: Myers in Modules* written by David Myers. The “modules” are basically just small chapters. There is another version of Myers’ text called simply *Psychology*. It contains the identical information but in longer (and fewer) chapters. It is also the 9<sup>th</sup> edition. It is an acceptable text for this course but, beware, that chapter titles and page numbers will be different. The 8<sup>th</sup> edition in Modules is acceptable and a list of readings is available on ACE.

Beware: There are various other Intro Psych texts also titled *Psychology* but written by other authors. Be sure you purchase one of the versions written by David Myers.

#### *Study Guide:*

The publisher-supplied *Study Guide* is not necessary but is recommended. It acts like a private tutor to enhance your understanding of the text material. Regard the *Study Guide* not as an extra task to master, but as a friend to help with the text.

#### *Course Websites:*

The website for this course provides lecture outlines, learning objectives for lectures and instructions for research participation, as well as other helpful information. You can log into the course site through the UW-ACE system.

There is also a publisher’s website for the text ([www.worthpublishers.com/myers](http://www.worthpublishers.com/myers)) that offers a wide range of helpful items, such as critical thinking exercises, quizzes, study aids, links, and demonstrations. Regular visits to this site will prove beneficial.

## Course Objectives

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A primary objective of any "introductory" course is simply that: to introduce you to the subject matter of the discipline and to familiarize you with the vocabulary and concepts. Psychology is the study of human experience: the thoughts, feelings, and behaviours that we experience as we interact with our world. You already have several years of experience in psychology based on your own observations and knowledge about yourself and your environment. In this course you will see how research has been applied to test intuitive assumptions about human life. 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.

Certainly, as a student in this course, you will receive a more comprehensive understanding of yourself and your world. I also hope that you will develop greater skills of critical thinking that will make you a better consumer of psychological information. Unfortunately, there is a lot of "pop" psychology practiced in our culture and popularized by the media. At best, these pseudosciences are a harmless diversion; at worst, they are billion-dollar industries that exploit the ignorance and gullibility of the populace. By the end of the course you should be able to differentiate between legitimate psychology and the "pop" pretenders.

Finally, I hope that you will derive some personal benefits from the course by reaching a deeper understanding and acceptance of yourself and others. Hopefully, this class will enrich your personal relationships and contribute to your success in your future endeavors.

## Examinations and Grading Scheme

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### *Midterm Exams:*

There will be one midterm exam on February 15 that will consist of 76 multiple-choice items worth 38% of your final grade. The midterm will be administered in two sittings during class time: students with surnames A to Le from 6:30 to 7:45 and surnames Li to Z from 8:00 to 9:15 pm. Refer to the **Overview of Exams** contained in this syllabus for more detailed information.

### *Final Exam:*

The final exam will be scheduled by the university. The final exam will be 2 hours in duration and will consist of 116 multiple-choice items. The final exam will account for 58% of your final grade. The final exam will test lecture material from the entire course and text material not tested on the midterm. Refer to the **Overview of Exams** contained in this syllabus for more detailed information. The exam period is April 8 to 21. Keep this time available. Alternate times will NOT be provided due to conflicts with travel, vacations, etc.

### *Deferred Testing:*

The deferred midterm will be held on Friday, February 18, 9:00-10:15 a.m. It will be provided for students with exceptional circumstances. I will insist on supportive documentation. **You must contact me within 24 hours of the regularly scheduled midterm.** The deferred test will NOT contain the same items as the scheduled test, therefore I cannot guarantee they will be equal in difficulty with the scheduled tests.

### *Research Participation: 4% + 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 is presented below and on ACE.

## **Class Format**

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There are two sources of material for the course: the textbook and the lectures. The lectures will focus on specific topics and are not meant to provide coverage of all material in the text. Lectures will elaborate and build upon (not duplicate) the text material, therefore, it is recommended that you attend class meetings and complete the readings beforehand. A proposed schedule of lectures and related readings is included.

Be aware that you are responsible for your class attendance. There will be several announcements made in class regarding exams, course material, research participation, etc. If you are not in attendance you will still be held responsible for being aware of these announcements. Further, I will not respond to emails that ask me to repeat information presented in class or any other information contained in this syllabus.

One of the "secrets" to success in university is keeping up with your courses. Try not to fall behind!

## **If You Are Having Trouble With The Course**

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The instructor and teaching assistants are here to help. If you are experiencing difficulty understanding the material or you are concerned about your exam performance, seek help as soon as possible. We can assist you with the material and provide helpful guidance for studying. The Arts Undergraduate Office, PAS 2439, also has advisors to help with study skills, note-taking, exam prep, course selections, etc. If you attend lectures regularly, study the text, and seek help when needed, there is no reason you should not pass the course.

## Course Schedule

<b>Date</b>	<b>Topic</b>	<b>Modules in 9<sup>th</sup> Ed</b>
Jan 4	Introduction to Science of Psychology	1 - 3
Jan 11	Developmental Psychology	13 - 15
Jan 18	Neuropsychology Sensation & Perception	4 - 6, 11 18, 20 - 22
Jan 25	States of Consciousness	8 - 10
Feb 1	Learning Memory	23 - 25 26 - 30
Feb 8	Thinking and Intelligence	31, 33 - 35
Feb 15	<b>Midterm Exam</b>	<b>A to Le: 6:30 - 7:45</b> <b>Li to Z: 8:00 - 9:15</b> See Exam Overview
Feb 22	READING WEEK: No Class	
Mar 1	Motivation and Emotion	36 - 40
Mar 8	Personality	45 - 47
Mar 15	Social Psychology	56 - 59
Mar 22	Disorders & Therapy	48 - 55
Mar 29	Disorders & Therapy	48 - 55

Final Exam Period  
April 8 - 21

**DO NOT MAKE TRAVEL PLANS OR OTHER COMMITMENTS DURING THIS TIME PERIOD!**

**Overview of Exams**  
(subject to change)

TOPIC	No. of items	Midterm		Final	
		Text	Lecture	Text	Lecture
<b>Introduction</b> Modules 1 - 3	11	6	3	0	2
<b>Development</b> Modules 13 - 15	19	9	5	0	5
<b>Neuropsychology</b> Modules 4 - 6, 11	19	9	5	0	5
<b>Sensation &amp; Perception</b> Modules 18, 20 - 22	13	8	3	0	2
<b>Consciousness</b> Modules 8 - 10	19	9	5	0	5
<b>Learning</b> Modules 23 - 25	19	9	5	0	5
<b>Memory</b> Modules 26 - 30	15			8	7
<b>Thinking &amp; Intelligence</b> Modules 31, 33 - 35	15			8	7
<b>Motivation &amp; Emotion</b> Modules 36 - 40	15			8	7
<b>Personality</b> Modules 45 - 47	15			8	7
<b>Social Psychology</b> Modules 56 - 59	16			8	8
<b>Pathology &amp; Therapy</b> Modules 48 - 55	16			8	8

<b>TOTAL ITEMS</b>	<b>192</b>	76	116
<b>VALUE</b>		38%	58%
<b>DATE</b>		Feb 15	TBA
<b>DURATION</b>		75 minutes	2 hours

## **Research Experience Guidelines for Psychology 101**

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 online on the SONA website.

Detailed instructions on how to use SONA to participate in studies can be found at <http://www.arts.uwaterloo.ca/~regadmin/regparticipant/sonainfo/#SonaSignUp>

More information about the REG program 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.

### **The Official Version of the Course Outline**

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on ACE, the outline on ACE will be deemed the official version. Outlines on ACE may change as instructors develop a course, but they become final as of the first class meeting for the term.

### **Accommodations 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.

### **Concerns About the Course or Instructor (Informal Stage)**

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Colin Ellard) is available for consultation and to mediate a resolution between the student and instructor. Dr. Ellard's contact information is as follows:

Email: [cellard@uwaterloo.ca](mailto:cellard@uwaterloo.ca)  
Ph 519-888- 4567 ext 36852

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. See Policy 70 and 71 below for further details.

### **Academic Integrity, Academic Offenses, Grievance, and Appeals**

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check <http://www.uwaterloo.ca/academicintegrity/> for more informaton.]

Discipline: A student is expected to know what constitutes academic integrity [check <http://www.uwaterloo.ca/academicintegrity/>], to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course instructor, 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, <http://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. Read [Policy 70](#) - Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72](#) - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

**Academic Integrity website (Arts):** [http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

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



