

Psychology 101—Introductory Psychology

Fall Term 2004-05 (Section 2)

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Lectures:	Tuesdays and Thursdays, 8:30-9:50 a.m., in the Humanities Theatre, Hagey Hall (HH 159).	
Textbook:	Myers, David (2004). <u>Psychology</u> (7th Edition). New York: Worth Publishers.	
Study Guide:	Straub, R.O. (2004). <u>Study Guide to Accompany Myers: Psychology (7th Edition)</u>	

Course Description

This course is designed to introduce students to the many aspects of scientific psychology. We will start with a brief overview of methods in psychology—how psychologists apply scientific principles to the study of psychological phenomena. Then we will explore the biological roots of behavior, which will include description of the nervous system and the brain. After a section on sensation, perception, and consciousness, we will examine cognitive processes (memory, reasoning, and intelligence). Next, we will cover motivation and emotion, before covering theories of personality, psychological disorders, approaches to psychotherapy, and health psychology. In the final section, we will cover topics in social psychology.

Throughout the course, my goal will be to illustrate how psychologists use experimental and correlational methods in order to gain insights into human behavior, and how psychological theories can be used to understand both behavior and judgments in everyday life.

The course is designed to introduce psychology in three ways:

1. The textbook by Myers. This is an excellent book in the way it describes the major theoretical approaches in psychology. It is also very current, incorporating recent research across a wide range of topics. Also highly recommended is the study guide, written by Straub. In addition to providing excellent summaries of the material covered in the book, the study guide provides many sample multiple choice questions for each chapter.
2. The lectures. My lectures will differ from the textbook, because my specific interests and research background differ from those of the authors. Typically, I will either describe a particular topic of interest from the textbook in more detail, or introduce material not covered in the book at all, including a number of demonstrations. As such, regular attendance at lectures is strongly recommended.
3. Participation in psychological experiments and/or article reviews. During the term, you will have the opportunity to participate in studies conducted by University of Waterloo researchers. Students find participating in psychology experiments to be educational and interesting because it is an involving way of getting first-hand experience in how psychologists conduct research. In addition (or alternatively) you may write short reviews of newspaper or magazine articles that are relevant to psychology.

Grading Process

Grades will be based on the following criteria:

1. The two midterm examinations will be given on Thursday, October 21 and Thursday, November 18. They will each be worth 28% of your grade. These midterm examinations will be held in the Humanities Theatre and in at least one overflow room, during our regular class time (8:30-9:50 a.m.). For details, see below.

2. The final examination will be given at the designated time during examination period. It will be cumulative (weighted more heavily toward the material covered after the second midterm) and will be worth 40% of your grade. The final examination will be held at a time and place to be announced by the University. For details, see below.

3. Descriptions of psychological experiments/studies you participate in/article reviews. During the term, you will have opportunities to participate in studies that are being conducted by University of Waterloo researchers. See the description below. Your participation is voluntary. In order to receive credit for participating in an experiment, you must write a 1-2 page summary of the experiment. During the second week of our course, you will be asked to complete the online mass testing questionnaire (the mass testing questionnaire is described below in the section, "Participation in Psychology Experiments").

Please note that you do not have to participate in experiments/studies if you don't want to. Alternatively (or in addition), you may write up short reviews of newspaper/magazine articles that are relevant to psychology. Articles that you review must be serious (e.g., a news report of a study that has genuine relevance to psychology) rather than frivolous. Your 1-2 page summary must follow the format that is provided later on in this course outline. You must check with me or with a TA about the appropriateness of any article that you are thinking about summarizing.

You must turn in a total of 4 summaries in any combination of mass testing questionnaire, experimental and article summaries (e.g., 2 experimental summaries + completing the mass testing questionnaire + 1 article summary; or 3 experimental summaries + mass testing questionnaire). Each summary/mass testing questionnaire will be worth 1% of your grade for a total of 4%. In addition, I will allow you to participate in three additional experiments (or article summaries) for an additional 1% extra credit for each. So theoretically, you could earn a mark of 103%. There will be no other opportunities to earn extra credit—I cannot grant any special requests for extra credit.

Notes on the Midterm and Final Examinations

The midterm examinations and the final examination are designed to cover both aspects of the course described on the first page of the syllabus: textbook and lectures. Specifically, they will follow this format:

Multiple choice—for material in the Myers textbook—will comprise approximately 45% of total points
Short answer/essay—for material covered in lectures—will comprise approximately 55% of total points

The best way to prepare for the multiple choice questions is to use the Study Guide, written by Richard Straub. It is absolutely the best study guide I have ever seen for any textbook. For each chapter of the Myers textbook, the Study Guide provides an overview, guided study thought questions, a chapter review (fill-in), at least two sets of sample multiple-choice questions (with extremely helpful explanations of each answer, and why the other alternatives are incorrect—a wonderful addition), and a list of Key Terms.

How should you prepare for the short answer/essay questions? Since the questions will be drawn from my lectures, the best general advice is: come to my lectures! There is really no substitute for getting the lecture material and for learning it, even if you have a friend who takes terrific notes. In addition, to help you prepare for the short answer/essay portion of the examinations, I will provide a list of study questions taken from my lectures, which I will distribute about one week prior to the midterms or final. Because my exams consist of multiple choice and short answer questions, they will be more extensive than the average introductory course. But I will provide you with helpful guidelines, and sample exams, to help you study.

Participation in Psychology Experiments

There are a number of research studies being conducted by psychologists at the University of Waterloo. As an introductory psychology student, you have an opportunity to participate in these studies as a participant. As mentioned above, the great majority of students find participating in psychology experiments to be educational and interesting because they get a chance to experience what psychological experiments are all about. In fact, introductory psychology students often rate their participation in psychological experiments as being as educational and interesting as the lectures themselves!

Every study that you might participate in has been reviewed by the Human Research Ethics Committee at the University of Waterloo, whose responsibility it is to ensure that proper ethical standards have been followed. All experimenters are required to give you thorough feedback on their experiments, which you will need to write your descriptions.

Here are some specific details about the psychology experiments that you should read and understand:

1. The Mass Testing Questionnaire

During the second week of the course, you will be asked to complete the online “Mass Testing Questionnaire.” The Mass Testing Questionnaire consists of a number of measures for you to complete. The reason is that some researchers need to select certain students for participation in their studies. As one example, if a cognitive researcher is interested in how left-handed people process perceptual information, that researcher really needs to know beforehand which students are left-handed and contact only those students. It would be an enormous waste of time for both the researcher and the students in our class to call up students randomly from our class to invite them to participate, only to find out that the student that they are talking to is right-handed!

The Mass Testing Questionnaire may include questionnaires about beliefs, attitudes, and feelings that you have, or about certain behaviors that you may or may not have engaged in. The Mass Testing Questionnaire will be confidential. This means that no one, other than the researchers, will have access to your answers, and only then for the purpose of pre-selecting certain individuals to be invited to participate in studies. We have taken a number of steps to ensure this confidentiality, including the use of code numbers for all questionnaires, and password protection for the completed questionnaires.

I urge you to complete the online Mass Testing Questionnaire quickly. Because a number of studies rely on it to pre-select participants, you will increase your chances of being contacted for participation in an experiment by completing it. In addition, if you complete the online Mass Testing Questionnaire, you will receive one credit toward your four-credit experiment/article summary requirement for the course.

Not all studies involve the Mass Testing Questionnaire, but completing it is highly recommended.

We will provide you with the website address for the online questionnaire during the second week of classes and we will also post this on the course webpage.

2. Procedure for recruitment and participation in experiments

- a. You will be asked to sign up for REG and complete a set of online questionnaires. You will also be asked for contact information so that researchers can contact you and invite you to participate in their studies.
- b. Sometime later, you will receive a phone call from a researcher who will invite you to participate in a study.
- c. That researcher will tell you the day, time, and place of the study (virtually all studies will take place in the PAS building). If you can make it, you will agree to be a participant. The researcher will be sure to tell you his/her name and phone number. Be sure you write this information down. If you want to participate for credit towards Psych 101 make sure that the study is NOT handled through the “cognitive subject pool”. The cognitive subject pool is for pay only and so it can’t be used for Psych 101 credits.

- d. After you agree to be a participant, you have made an oral contract with the researcher. This means:
1. If you fail to show up on time, in the right place, for your experiment, or if you show up too late—after your experimental session has begun (many studies are run in groups and everyone has to show up on time otherwise the study cannot be run)—this means that:
 - (a) you will not receive credit for that experiment;
 - (b) you will actually have to participate in an extra experiment to make up for your missed experiment.

Thus, if you originally were required to be in 3 experiments, if you forget to attend your first experiment, you need to complete 4 experiments (or a combination of 4 experiments/article reviews).

The reason for this rule is that every year, the no-show rate for experiments toward the end of the term reaches monumental proportions, with many researchers experiencing no-show rates of 50% or more. Take your participation seriously, as the researchers in the Psychology Department take seriously their research. Of course, if you really intended to go to the session, but a legitimate emergency came up, and you simply couldn't, you should call the experimenter as soon as you find out to try to reschedule, at least one day before. In extreme legitimate emergencies, on the day of the study, you must call, or get someone else to call, the experimenter running the session or as a last resort e-mail the Research Experiences Group (email: regadmin@watarts.uwaterloo.ca).

2. There is a completely even counterpart to Rule 1: if the researcher fails to show for your experimental session (or is extremely late, beyond a reasonable time period—but remember, experimenters may be running behind from prior sessions), you will get full credit for having participated in that session.
- e. After your experiment, you should receive some kind of written feedback sheet that describes the experiment in sufficient detail for you to be able to write up your experimental summary. The feedback sheet will also provide you with contact information in case you have any additional questions about the experiment.
- f. Instructions for writing the summary are provided later in this course outline. Please turn your summaries to one of the TAs and don't forget to make a copy! The deadline for turning in the experimental summaries (and the alternative article summaries) is the last day of classes (Thursday, December 2, 2004).

The Question Box

This is a very large class. Unfortunately, this means that even though I encourage questions in class, it may not be possible during my lecture to answer all questions you might have about the material. And you may feel uncomfortable about asking questions in such a large class. So, if you have any questions about the material, or if you have comments or suggestions, please feel free to write them down and either hand them to me or the TAs or email them to me. Alternatively, please email us at psy10102@watarts.uwaterloo.ca. We will do our best to respond as soon as possible.

Our Lecture Hall

We hold our lectures in the Humanities Theatre. This facility was not originally designed for courses; rather, it is one of two facilities on campus where large audiences gather for events such as recitals and theatre. As a result, the seats, carpets, etc. are more fragile than those in a regular lecture hall. The managers of the Humanities Theatre have thus asked us to observe two rules: (1) absolutely no drink or food should be consumed in the Humanities Theatre; (2) please help them by picking up paper and other materials if you happen to see them scattered about (the managers don't have staff to clean up after our lectures). Many thanks for helping them keep the Humanities Theatre in the superb shape that it is!

About Your Professor and Teaching Assistants

Geoffrey T. Fong

I was born in Columbus, Ohio, and lived there for 10 years until we moved to Los Altos, California. I was an undergraduate at Stanford and received my Ph.D. from the University of Michigan. I was a psychology professor at Northwestern and Princeton before coming to Waterloo in 1988. I have conducted research on a wide range of topics: psychology and law (the effects of inadmissible evidence on jury decision making; trademark law), decision making and judgment, and the effects of self-concept on judgments about others. But most of my recent research has been in the domain of health psychology: creating, implementing, and evaluating HIV prevention programs among inner-city adolescents, conducting experimental and correlational studies on the effects of alcohol on important social behaviors (e.g., drinking and driving, risky sexual behavior), tracing the psychosocial effects of genetic testing, identifying the factors that influence how people comprehend health risk, testing methods for improving the communication of health risk, and various aspects of tobacco use. I'm also the principal investigator of two major international surveys designed to evaluate the effects of national-level tobacco control policies on youth (the North American Student Smoking Survey) and adult smokers (the International Tobacco Control Policy Survey). Personal stuff: I love cooking and restaurants (Thai, Japanese, Italian, Mexican), photography, film (e.g., Hitchcock), and, as part of my Columbus, Ohio, and Ann Arbor, Michigan heritage, I love football and basketball, although mostly as a passionate fan these days. If I weren't a psychologist, I would want to be either a pro football quarterback or a film director.

Tara Elton Marshall

I was born in a small town in Northern Ontario called Kearney. I also did my undergraduate degree at Waterloo and I was in Professor Fong's Psych 101 class. The population of the town in which I was born is similar to the number of people in this class so you can imagine how overwhelmed I felt my first day of Psych 101. I am currently a Masters of Applied Science student in Psychology and Professor Fong is my advisor. My research interests are in both Health and Social Psychology. My thesis looked at adolescents beliefs about the terms "light" and "mild" on cigarette packages. In my spare time I enjoy travelling, watching movies and spending time with my family and friends. If I weren't a psychologist I would be a writer.

Marty Lochner

Born in the smoggy climes of south Ontario, I spent my youth moving (14 times by age 12). I did my undergrad in psychology here at Waterloo, left, and returned a year and a half later to begin again. Cognitive psychology is my area, and my past research has involved synaesthesia (working with Mike Dixon), and various aspects of visual attention (working with Transport Canada, and with Jenn Stolz here at UW). If I weren't a psychologist I would be a musical instrument, a plant, a late night, a poem, an open road, and perhaps a typewriter.

Jennifer Mealiea

I was born in Halifax, Nova Scotia, and I've lived there my whole life. I did my undergraduate degree at Dalhousie University, where I received a Bachelor of Music. In my last year of music I took first year psych, and realized that's what I wanted to pursue, so I also got a BSc. with honours in psych from Dal. My research focus is developmental psychology, mostly with kids under 5. I love to read and I also really enjoy skiing. And of course, since I'm from Nova Scotia, I love the ocean (it's the one thing I miss the most after family, friends, and my black lab puppy dog). If I weren't a psychologist I would probably be a music therapist or an opera singer.

Jeff Paulitzki

I was born in Cambridge, Ontario and have lived there all of my life until just recently moving to Waterloo. I began university here at Waterloo as an undergrad in Systems Design Engineering. In my second year I took introductory psychology as an extra course and realized that few of the technical problems inherent in engineering work were of more interest to me than trying to better understand human behaviour. I am currently studying Clinical Psychology here in the department and I hope to eventually do research in this field. When I'm not thinking psychology, I watch and play a lot of hockey and am an avid movie-goer. I also enjoy a select few video games and, if asked, still contend that Golden Eye (007) is the best first-person shooter of all time! If I weren't a psychologist I'd want to be a criminal lawyer or, naturally, a professional gamer.

Note on avoidance of academic offenses

The following statement is required for inclusion in all course outlines at the University of Waterloo:

“All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offense, to avoid committing academic offenses, and to take responsibility for their academic actions. When the commission of an offense is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offenses and types of penalties, students are directed to consult the summary of Policy # 71 (Student Academic Discipline) which is supplied in the Undergraduate Calendar (p. 1:11). If you need help in learning how to avoid offenses such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.”

Note on your UW computer account

All students should activate their UW computer accounts each term. The accounts give students access to applications such as word processing, statistical and graphics packages, and electronic email as well as access to the Internet. For those who are not planning to use their UW email addresses, please do one of the following things:

- change your email address on QUEST to the one that you want posted on the University Directory, or
- on the UW account, arrange for the email from your UW account to be forwarded to your alternate email address.

Note for Psychology majors (or those thinking about becoming psychology majors)

Psychology majors should check the Psychology Undergraduate Web Site regularly for updates:

<http://www.psychology.uwaterloo.ca/ugradprog/>

(e.g., psychology course offerings for F/W/S, volunteer and/or part-time paid research positions, etc.)

Lecture Schedule

The lecture schedule that follows is subject to change. More specific information about the material covered on each midterm will be given in class the week before the midterm.

#	Date		Topic	Chapters in Myers
1	T	9/14	Introduction to Psychology	1
2	Th	9/16	Introduction to Psychology—Methods in Psychology	1
3	T	9/21	Methods in Psychology, Part 2	1
4	Th	9/23	Biological Bases of Behavior—Central Nervous System	2
5	T	9/28	Biological Bases of Behavior—Brain	2
6	Th	9/30	Biological Bases of Behavior—Brain, Part 2	2
7	T	10/5	Developmental Psychology	4
8	Th	10/7	Sensation and Perception	5,6
9	T	10/12	Subliminal Perception—Claims and Reality	6
10	Th	10/14	Consciousness—Circadian Rhythms; Sleep	7
11	T	10/19	Consciousness—Sleep & Dreams, Hypnosis	7
	Th	10/21	MIDTERM 1 (Covers Chapters 1-7; Lectures 1-11)	
12	T	10/26	Learning Theories	8
13	Th	10/28	Memory, Part 1: Memory Systems	9
14	T	11/02	Memory, Part 2: Repression and Memory	9
15	Th	11/04	Errors and Biases in Reasoning	10,11
16	T	11/09	Motivation and Emotion	12,13
17	Th	11/11	Emotion, Part 2; Theories of Personality	13,15
18	T	11/16	Psychological Disorders	16
	Th	11/18	MIDTERM 2 (Covers Chapters 8-16 Excluding Chapter 14; Lectures 12-18)	
19	T	11/23	Therapy	17
20	Th	11/25	Health Psychology, Part 1	14
21	T	11/30	Health Psychology, Part 2	14
22	Th	12/02	Social Influence—Conformity and Obedience	18

Note: The material that will be covered on each midterm may differ from the above schedule (since I may be a bit behind schedule). But, I will let you know in detail and in advance exactly what I will include on the midterm at least a week in advance of the midterm. The midterms will be held in the Humanities Theatre and in an overflow room during our regular class time.

The final examination (to be scheduled) will be comprehensive. We do not know yet of the time, but you will be informed as soon as it has been scheduled. Neither I nor the Psychology Department has any control at all over the scheduling of exams (fair warning: for the past few years, the Psych 101 final has been held 7-10 p.m. on the first Saturday of the examination period, which this year is December 11, in the Physical Activities Building).

Guidelines for Completing the Summaries for Psychology Experiments

At the end of your experimental session, you will receive from the experimenter:

- (1) Written feedback about the experiment: Use this, plus your own thoughts and analysis, to write the experimental summary;
- (2) A piece of paper with the experimenter's signature: attach this to your experimental write-up

Your experimental summary should include the following information:

1. Area of psychology (e.g., social, cognitive, developmental)
2. A brief description of the procedure used—what happened during the study?
3. Was it an experiment or was it a correlational study (or other method)?
4. Identify the independent variable(s) and dependent variable(s)
5. Identify the hypothesis or hypotheses of the study. What theoretical questions were being addressed in the study?
6. Write a paragraph on your thoughts about the study—what are the implications for everyday life, if any (external validity)? What comments do you have about the method, hypotheses, measures used (factors relevant to internal validity)?
7. Please type (or word process) your description. **Please make a copy of your summary for yourself** before you turn it in.
8. Turn in your summary to one of the teaching assistants.
9. **All of your experimental summaries (or the alternative article summaries) are due no later than the last lecture—Thursday, December 2, 2004.**

An example of an experimental summary is presented on the next page

Sample Experimental Summary

Name: Della Street Student ID Number: 47329884 Date: 28 September 2004 Time: 2:30 to 3:30

Title of Experiment: The Effects of Physical Attractiveness of Defendant on Recommended Sentencing

Experimenter: Perry Mason

Faculty Advisor: Hamilton Burger

Area of Psychology: Social psychology

Procedure: There were three other students in the study. We sat down in a lab room facing a TV monitor. The experimenter gave some brief instructions—we would watch a videotape of a criminal trial and then make a judgment about whether the defendant was guilty as if we were real jurors watching a real trial. We watched the videotape, which lasted about half an hour. The defendant was a woman who was accused of burglary, and the evidence was quite clear to me that she was guilty of stealing \$4,000. After watching the tape, we answered a questionnaire about whether she was guilty. I indicated that I thought she was. Then I answered a series of questions about how much time she should be put in prison. I recommended 6 months. We were then debriefed about the experiment.

Type of study: This was an experimental study.

Variables: Subjects were randomly assigned to one of two conditions. I and the other three subjects were assigned to the physically attractive defendant condition. This defendant was very attractive, I thought. Subjects in other experimental sessions were assigned to the physically unattractive defendant condition. In that tape, every aspect of the testimony and everything that was said was identical, except that they had another actress who was physically unattractive (according to the experimenter). They also had male and female subjects in this study. So there were two independent variables in the study: (1) physical attractiveness, and (2) sex of subject. The dependent variable was the length of the sentence.

Hypotheses: The experimenter thinks that people will tend to recommend shorter sentences for the physically attractive defendant than for the unattractive defendant. This is because we have stereotypes about physical attractive people—that they are more likeable and have more positive characteristics. So this may even influence something as important as jury decisions. They also think that this effect will be stronger for male subjects, because men probably would be more likely to be affected by physical attractiveness of a female.

Thoughts: Internal validity is probably pretty good—because of random assignment, any differences in length of sentence between the two conditions can be due only to the differences in physical attractiveness (because they kept the script identical in the two versions). I couldn't think of any confounded variables. External validity is less clear. This wasn't a real trial, we weren't making a real decision, we didn't discuss the trial, like a real jury would. I don't know whether the physical attractiveness of a defendant would have a strong effect in a real trial. But it's an interesting possibility, and it would have implications for the jury system if this were true. I guess physical attractiveness has the potential to influence more aspects of daily life than I thought before.

Editorial Note: This simulated experiment is based on actual social psychological research demonstrating that the physical attractiveness of a defendant does indeed affect judgments of guilt and sentencing.

[As an alternative to participating in experiments, you may summarize an article about psychology. The following is an example of a cover sheet that we would like for each article. You may photocopy this page.]

Summary of Article

Please Print:

Name _____ I.D. Number _____

Author(s) of Article _____

Title of Article _____

Source (Magazine/Newspaper/Journal): _____

Date of Article: _____

1. List some basic psychological concepts used in the article. Indicate whether each concept is used appropriately based on how the concept is used in the course (either from the textbook or from the lectures). If a concept is used incorrectly, describe the nature of the error and the implications this may have for the conclusions drawn from the article. It is important to critically evaluate the article with reference to the course material, so be sure to cite page numbers from the textbook in your critical evaluation (if you use the textbook in your evaluation).
2. List the important points of the article. Then critically evaluate them. For example, are the headlines misleading? Do the conclusions fail to distinguish facts from opinions? Are the conclusions based on unspecified or otherwise biased samples? If the article describes a research study, are there any control/comparison groups? Is the study experimental or correlational? If the study is correlational, does the article claim that one variable causes another? If so, what are other possible explanations? Have the researchers and/or author(s) made any errors in reasoning that you can identify? Explain and provide examples where possible.
3. Attach a copy of the article (be careful with material that you have obtained from the library).
4. If at all possible, please type (or word process) your review.