

**Psychology 101—Introductory Psychology**  
**Fall Term 2008 (Section 2)**

Professor:	Dr. Steven J. Spencer	PAS 3043 ext. 33046 Office Hours: Fri 9:30-11:30 e-mail: <a href="mailto:sspencer@uwaterloo.ca">sspencer@uwaterloo.ca</a> Course website: <a href="http://arts.uwaterloo.ca/~sspencer/psych101">http://arts.uwaterloo.ca/~sspencer/psych101</a>
Assistants:	Ravinder Sidhu	PAS 3204; Office Hours: TBA e-mail: <a href="mailto:r3sidhu@artsmail.uwaterloo.ca">r3sidhu@artsmail.uwaterloo.ca</a>
	Olivia Lin	PAS 4043; Office Hours: TBA e-mail: <a href="mailto:y39lin@uwaterloo.ca">y39lin@uwaterloo.ca</a>
	Grayden Solman	PAS 2240; Office Hours: TBA e-mail: <a href="mailto:gsolman@artsmail.uwaterloo.ca">gsolman@artsmail.uwaterloo.ca</a>

**Lectures:** Tuesday and Thursday, 8:30-10:30 a.m., in the Humanities Theatre, Hagey Hall.

**Required Texts**

**Text:** Myers, David (2007). Psychology. Myers in Modules, 8th Edition.

**Readings:** Posted on the course website

A note to used book buyers: I have designed the course using the Myers in Modules 8<sup>th</sup> edition of the book, but if you want to pick up a copy of the regular 8<sup>th</sup> edition it is essentially the same book. You will just have to work a bit harder figuring out the readings each week. The website will have a guide that will tell you what pages of the regular 8<sup>th</sup> edition correspond with the modules that we will be covering in class. I will also post the references for the Scientific American articles that I am having you read. You might also be able to find a copy of the 7<sup>th</sup> edition book. You might miss a bit of materials using this book, but I will let you make the decision as to whether you want the newest book with the most up to date information.

**Course Description and Objectives**

This is an introductory course in psychology, which means that we will be covering all areas of psychology in the course. It is designed to introduce you to the field of psychology as a whole, and to the major theories and findings in the discipline. The course is designed so that you can meet the following objectives:

1. That you become familiar with the broad range of topics that make up the discipline of psychology.
2. That you become familiar with the methods of investigation used in psychology, and the strengths and limitations of these methods.
3. That you develop an understanding of the vocabulary and concepts of psychology that will allow you to study further in advanced courses or through independent reading.
4. That you develop the ability to relate the findings of psychological research to your life and to important issues in our society and the world at large.

## COURSE REQUIREMENTS & GRADING

### *Requirements*

1. **Tests:** You will take four multiple-choice tests during the semester. The tests will cover material that is presented in the text, the articles, and in lectures. In general, there will be no make-up exams, but in cases of severe illness or other extenuating circumstances a make-up exam will be offered. Given the size of the class written documentation will be required for any make-up exam. It is also required that you contact a TA or myself **as soon as you possibly can, in person**, with your written documentation, to schedule the make-up exam. Please do not send an email. That means if you have a doctor's note that says you should be ill until Tuesday, you need to contact one of us on Wednesday otherwise you should not expect an opportunity for a make-up exam. There will also be an optional final exam. This exam will be cumulative. If you choose to take the final exam, your score on that exam will replace your worst test performance. You can also take the final exam to replace an exam that you missed during the semester. It cannot hurt you to take the final, if you do worse on the final than your worst test then you will simply get the grade you would have gotten.
2. **Application Paper:** You will also write a short paper (1000 to 1500 words in length or approximately 3 to 5 pages, but use the word count). What I would like you to do is take any topic from a published news account that has been published during this term and provide a psychological analysis of the topic. It could be anything from why relations between Israel and the Palestinians have deteriorated, to why baseball attendance has dropped off last year, to why university students don't like morning classes. You just need three references--one can be the book, a second should be from a psychological journal, and finally you need to reference the news article you are analyzing. You will receive specific instructions for this assignment at a later date. It will be due on November 20th.
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. During the first three weeks of our course, there will be a Mass Testing Questionnaire that can be completed on the web. This will count as one research participation. You can earn up to 5 additional percentage points in the class by participating in other 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. You must check with me or with a TA about the appropriateness of any article that you are thinking about summarizing. You may use the sheet at the end of the course outline to guide the writing of your summary. Please turn it in with the summary. In addition, you may not summarize any of the articles that you are using for your application paper or the articles in the Scientific American reader.

You complete a total of 4 research participations in any combination of mass testing questionnaire, experimental participation and article summaries (e.g., 2 experimental participations + completing the mass testing questionnaire + 1 article summary; or 3 experimental participations + mass testing questionnaire) for normal course credit. Each hour of research participation/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 two additional hours of experiments (or article summaries) for an additional 1% extra credit for each. So theoretically, you could earn a mark of 102%. There will be no other opportunities to earn extra credit—I cannot grant any special requests for extra credit.

### *Grading*

Each exam will be worth 21% of your grade, the application paper will be worth 12% of your grade, and experimental participation/article summaries will be worth 4% of your grade. In addition, you can earn up to 2% extra credit by participating in experiments.

## **Participation in Psychology Research: Guidelines for Psychology 101 Section 2, Fall 2008**

Experiential learning is considered an integral part of the undergraduate program in Psychology. Participation in research is one example of this. A number of undergraduate courses have been expanded to include opportunities for Psychology students to volunteer as research participants enabling them to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience.

Student participants may earn up to 4 percentage points towards their final mark in Psychology 101 Section 2 by participating in Psychology studies conducted by students and faculty in the Department of Psychology. Participation is worth .5 participation credits (percentage points) for each half hour session. Researchers will record student's participation and will advise the course instructor of the total points earned by each student at the end of the term. Students who do not wish to participate in research may choose an alternative approach to earning the same number of points; this is explained below in "Alternative to participating in research".

Since experiential learning is highly valued in the Department of Psychology and part of this course, students can earn up to 4% of their final grade by participating in these experiments. In addition, for those students who wish to sample a wider range of these experiences a further "bonus" 2% can be earned and will be added to your final grade (i.e., the maximum possible final grade is 102%).

Please note 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 sh/he participated.

### ***How do I sign up?***

Once you are registered in the course, you will get an account on SONA (our web-based Study Sign-Up system) at <http://uwaterloo.sona-systems.com>. User ID is your Quest ID (eg. j2smith), temporary password is your Student ID (eg 2001234). Log in to your account, read/acknowledge the ORE "Human Subjects/Privacy Policy" then complete a very brief (10 minute) "Prescreen" questionnaire to provide basic demographic info. You won't receive a credit for this and you may decline if you wish however \*completing it will increase your eligibility for other studies\*. Once you have completed (or declined) the Prescreen questionnaire you should go to "My Profile" and enter your preferred (Alternate) email address. Then you can go to "Study Sign-Up" and

select a Psych 101 Section 2-eligible study that interests you and a day/time that fits your schedule. You'll receive a confirmation email and a reminder the day before the study. Upon completion of the study you are granted your Study Credit and given feedback about the study hypothesis, design and predictions.

***When should I sign up?***

Right away, the sooner the better!!! The On-line study "Mass Testing Survey F08" (one full credit) will only be offered for a few weeks and you \*should do this study as soon as possible\*. Researchers often select participants based on their responses and doing this survey increases your eligibility for other studies. Note that you can only do this survey if you have completed the Prescreen questionnaire. Doing both Prescreen and Mass Testing Survey helps you (by providing more qualifying studies and it helps researchers (by identifying more qualified participants) so we would greatly appreciate it if you would do both.

***Are there any restrictions to the studies I can sign up for?***

Yes ... i) the study must be eligible for a credit in this class (as noted in the study description) ii) only 2 of your 6 credits can be for On-line studies and iii) you should try to spread your participation out over the term. The last day to participate for credit is December 1 but you can participate for pay until December 19.

***Where can I get more information, instructions, help with login problems etc?***

REG website: <http://www.arts.uwaterloo.ca/~regadmin/regparticipant>  
 REG Coordinator: [regadmin@watarts.uwaterloo.ca](mailto:regadmin@watarts.uwaterloo.ca)

Alternative to participating in research

Students are not required to participate in research, and not all students wish to do so. As an alternative to participation in research, students may submit short reviews (1½ to 2 pages) of journal articles relevant to the course material. Each review article counts as one percentage point. You should contact your TA to get approval before writing the review. To receive credit, you must follow specific guidelines. The review must:

- **Be submitted before November 24. 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 Myers 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.

Students may complete any combination of a) participation in research or b) article review up to a total of 6% points.

## 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!

## 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.”

## Lecture Schedule

Week	Date	Topic	Modules
1	9/9-11	Introduction to Class, History and Methods of Psychology	1-3, 44, 45
2	9/16-18	Behavioral Neuroscience I	4-5, 35, SAR: Split Brain
3	9/23-25	Behavioral Neuroscience II	12-15, 18
4	9/30-10/2	Test #1 (on Tuesday) Developmental Psychology I	21-23
5	10/7-9	Developmental Psychology II	8-11, 30
6	10/14-16	Cognitive Psychology I	24-28, SAR: Consciousness
7	10/21-23	Test #2 (on Tuesday) Cognitive Psychology II	16,17,29
8	10/28-30	Clinical Psychology I	47-51
9	11/4-6	Clinical Psychology II	19, 52-54, SAR: Fear
10	11/11-13	Test #3 (on Tuesday) Social Psychology I	46, 55, 56
11	11/18-20	Social Psychology II – Application paper due 11/20	38-40, 57-58
12	11/25-27	Applications of Psychology: Sex, Success, and Health Test #4 (on Thursday)	36, 37, 41-43 SAR: Mind-Body

\*Scientific American Reading from Course website

The final examination (to be scheduled) will be optional and comprehensive (see above for details). We do not know the time of the exam yet, 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.

**[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. Please type (or word process) your review.