



St. Jerome's University
Department of Psychology



PSYCH 101: *Introductory Psychology* - Fall 2010
COURSE OUTLINE (SYLLABUS)

Instructor: Toni Serafini, Ph.D.
E-mail: toni.s@rogers.com
Office: STJ 1013A
Phone: (519) 884-8111, ext. 28293

Office Hours: Thursdays: 1:30pm-3pm
or by appointment

Teaching Assistant: Details will be provided in class

EMAIL Correspondence: Using email to contact the Instructor or the Teaching Assistant:

- **Subject line:** identify the course name (Psych 101) and your full name (first name and last name)
- **Body of email** Please use good email etiquette when contacting your professors: Use a salutation (something other than “hey” – e.g., Dear Dr. Serafini) and closing (e.g., thanks, regards, cheers – followed by your name and ID#) to open and close all emails
- *If you do not hear back within 48hours (excluding weekends), **please resend your message.***
- Note that use of hotmail accounts sometimes results in messages flagged as spam (use of your UW email account is advised).

Class Time: Thursdays, 4:00 p.m. – 6:50 p.m.

Location: STJ 1036

Required Text:

Lefton, L.A., Brannon, L., Boyes, M.C., & Ogden, N.A. (2008). *Psychology: Third Canadian Edition*. Toronto: Pearson.

Use of Laptops in the Classroom:

In the spirit of creating a classroom environment conducive to listening and learning, I would ask all students to restrict their laptop use during lectures to note-taking. Surfing (MSN, Facebook, etc.) and other such endeavours are distracting to other students. Those who choose to use a laptop to take notes are asked to sit towards the back of the room, in order to keep the distraction-factor to a minimum. Your respectful consideration of others is very much appreciated

Other Electronic Devices:

Please turn off all cell phones during class times.

COURSE DESCRIPTION:

(from the *UW Undergraduate Calendar*):

“A general survey course designed to provide the student with an understanding of the basic concepts and techniques of modern psychology as a behavioral science.”

As an introductory course to the discipline of psychology, the breadth of material covered will take precedence over the depth with which the material is covered. That being said, this course presents a sort of “sampler platter” of the basic concepts of psychology. The textbook will be your staple; the lectures are intended to flesh out certain concepts covered in the text, bring in additional material, and stimulate your understanding of the material in a new way. Testing will be based on both textbook and lecture material; therefore, attendance is highly recommended.

Note that this course contains an experiential learning component (that is, ‘learning by doing’). This can be achieved either by participating in actual psychological research being conducted at the University of Waterloo, or by completing an alternative assignment (written). Read on for details.

LEARNING OUTCOMES

By the end of this course, you should feel better able to:

1. Recognize and differentiate between various psychological theories
2. Apply critical thinking and self-reflective skills to the understanding of psychological concepts and how they apply to you in your everyday life
3. Refer to and apply the foundational knowledge gained in this course to future courses in psychology (or other social science courses)
4. Think critically about the complexity of interactions that impact your own and others' behaviours, thoughts, and emotions

COURSE COMPONENTS AND EVALUATION:

The course will consist of the following components and evaluation system:

Test #1 (in-class)	38%	Experiential Learning	4%
Test #2 (in-class)	38%	BONUS Points	up to 2%
Test #3 (in-class)	20%		

1. In-Class Tests (96% total)

Testing will consist of 3 in-class tests spaced over the course of the term. The tests are *not cumulative* and there is no final exam. The tests 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 include a combination of multiple-choice and true/false questions.

Test will only be rescheduled under very limited conditions; it is your responsibility to read and abide by the following:

1. You **must** notify me prior to the test (or at minimum the day of the test) if you are unable to write at the scheduled time due to medical or religious circumstances. Students who fail to do so will receive a grade of ZERO on the test.
2. You must provide appropriate documentation (see UW Policy Regarding Illness and Missed Tests at end of the syllabus*) in order to have a test rescheduled.
3. Rescheduling is at the discretion of the course instructor. *Verification of Illness Form* dates will weigh heavily in this decision (i.e., do not expect to write a make-up test one week after your *Verification of Illness Form* has expired). Tests will typically be scheduled within 2 days of the date on the form.

Test #1:	Thursday, October 14, 2010
Test #2:	Thursday, November 18, 2010
Test #3:	Thursday, December 2, 2010

2. Experiential Learning (Research Experience)** (4% total)

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.

3. BONUS ** (up to 2%)

These bonus marks can be earned by participating in the REG research studies (*Option 1, see details below*) or by completing the alternative assignment (*Option 2, see details below*).

**** Participation in Psychology Research ****

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.

OTHER IMPORTANT INFORMATION

***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.

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.

COURSE SCHEDULE:

<u>CLASS DATES</u>	<u>TOPIC</u>	<u>ASSIGNED READINGS</u>
Thursday, September 16	Introduction to Course Science and Research	Chapters 1 & 2
Thursday, September 23	Nature and Nurture Nervous System & The Brain	Chapter 3
Thursday, September 30	Sensation & Perception Consciousness	Chapter 4 Chapter 5
Thursday, October 7	Learning	Chapter 6
Thursday, October 14	TEST #1	Ch's: 1,2,3,4,5,6
Thursday, October 21	Memory	Chapter 7
Thursday, October 28	Motivation & Emotion Personality	Chapter 10 Chapter 13
Thursday, November 4	Cognitive Psychology Developmental Psychology	Chapter 8 Chapters 11 & 12
Thursday, November 11	Developmental Psychology cont'd *Testable material for Test #2 ends here* ***** Begin Social Psychology (<i>i.e., testable material for Test #3</i>)	Chapters 11 & 12 ***** Chapter 14
Thursday, November 18	Part 1: TEST #2	Ch's: 7,8,10,11, 12,13
	Part 2: Social Psychology cont'd	Chapter 14
Thursday, November 25	Psychological Disorders Therapies	Chapter 16 Chapter 17
Thursday, December 2	TEST #3	Ch's: 14,16,17