

PSYCHOLOGY 101 – INTRODUCTION TO PSYCHOLOGY

Fall 2007 – Section 4

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Course Website on UW-ACE: <https://uwangel.uwaterloo.ca/uwangel/home.asp>

Lectures: Tuesdays, 6:30 – 9:20 p.m., DC1350

Textbook: Myers (2007). Psychology, 8th Edition in Modules. New York: Worth Publishers

Study Guide: <http://worthpublishers.com/Myers>

Course Description

This course is designed to introduce students to many aspects of the scientific study of psychology. Because psychology is the scientific study of the human mind and of human behaviour, it encompasses many aspects of life – it will not be possible to cover them all in one term. We will therefore begin by a brief overview of the history of psychology, and of the research methods employed in psychology. We will then explore the biological roots of human behaviour before taking a look at human development and at sensation and perception. In the second section of the course, we will cover cognitive processes such as learning and memory, and briefly discuss states of consciousness and emotions. Finally, in the last section of the course, we will cover theories of personality, psychological disorders, and psychological therapies.

Throughout the course, I will aim to illustrate how psychologists investigate different aspects of human behaviour, as well as how psychological concepts can be used to understand everyday life.

Course Requirements and Evaluations:

Experiment / Article Summaries	4%
Participatory assignments (3 @ 3%, 4%, and 4%)	11%
Midterms (2 @ 25% each)	50%
Final	35%
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	100%

Participatory assignments: The participatory assignments are designed to help you think about issues in psychology and apply them to everyday life. They are also designed to help you gain some writing experience. The first participatory assignment will be due on September 25, the second one on October 23, and the last one on November 27. Late assignments will be penalized 1 mark per day.

Midterms: There will be two midterms, the first one on October 9 and the second one on November 6. Each will include multiple-choice questions as well as open-ended questions and will be worth 25% of your final grade.

Final: The final exam will be scheduled during the final exam period (December 6-December 20, 2007) and will include multiple-choice questions as well as open-ended questions. It will not be cumulative, and will be worth 35% of your grade.

Participation in Psychology Experiments:

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 6 percentage points towards their final mark in Psychology 101 by participating in 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 she/he participated.

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 opt to review articles relevant to psychology and write a short 1 page review. Each review articles counts as one percentage point, and possible sources are listed on the course website under the LESSONS tab. Reviews must:

- Be submitted by the due dates listed below in the deadline section
- Be typed
- Include title, author, source and date of the article. A copy of the article or a link to the original article must be provided.
- Identify the psychological concepts in the article and indicate the pages in the text that are applicable.
- Clearly evaluate the application or treatment of those concepts in the article.

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

How do I sign up?

REG has created an account for you 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 (5-10 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-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. You can use this to complete the Experimental Write-Up (the professor will explain this).

When should I sign up?

Right away, the sooner the better!!! The On-line study “Mass Testing Survey F07” (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. We’d appreciate it if you’d 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 can only earn 2 credits before mid-term exam#1 (Oct 9), 2 before exam#2 (Nov 6) and 2 after that. The last day to participate for credit is Dec 3. You can participate for pay anytime.

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

Deadlines for participation / handing in summaries:

In order to spread out the workload and to encourage participants to complete experiments earlier in the term, the deadlines for handing in experiment and article summaries are as follows:

2 marks: write-up due on Friday, October 12, 2007.

(Last date to participate in experiments: Tuesday, October 9, 2007)

2 marks: write-up due on Friday, November 9, 2007.

(Last date to participate in experiments: Tuesday, November 6, 2007)

2 bonus marks: write-up due on Friday, December 7, 2007.

(Last date to participate in experiments: Monday, December 3, 2007)

The 6% can be made of any combination of Mass Testing Questionnaire (only available in the first two weeks), Experimental Summaries, and Article Summaries. Here are two examples:

	Person 1	Person 2
By Friday, October 12	1 MTQ + 1 Exp. Summary	2 Article Summaries
By Friday, November 9	2 Exp. Summaries	2 Article Summaries
By Friday, December 7	2 Article Summaries	2 Experimental Summaries

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;

Your experimental summary should include the following information:

1. Your name, the date and time of the experiment, and the number of credits obtained.
2. Area of psychology (e.g., social, cognitive, developmental)
3. A brief description of the procedure used—what happened during the study?
4. Was it an experiment or was it a correlational study (or other method)? 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)?

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

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.

Sample Experimental Summary

Name: Della Street Student ID Number: 47329884
Time: 2:30 to 3:30 p.m.

Date: 28 September 2007
Credits: 1.0

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.

[As an alternative to participating in experiments, you may summarize an article about psychology.]

Summary of Article

Please Print:

Name _____ I.D. Number _____

Author(s) of Article _____

Title of Article _____

Source (Magazine/Newspaper/Journal) – include volume and issue:

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.

Note on avoidance of academic offenses

"All students registered in the courses of the Faculty of Arts are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (section 1; on the Web at:

www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). If you need help in learning what constitutes an academic offence; how to avoid offences such as plagiarism, cheating, and double submission; how to follow appropriate rules with respect to "group work" and collaboration; or if you need clarification of aspects of the discipline policy, ask your TA and/or your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean."

"Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>."

It is important that students understand that plagiarism can occur inadvertently, but that it still constitutes an academic offence, whether intentional or not. To avoid the possibility of committing plagiarism, we strongly recommend that students consult this website:

<http://watarts.uwaterloo.ca/~sager/plagiarism.html>

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

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."

Note on your UW computer account

All students should activate their UW computer accounts. 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. We strongly recommend that students use their UW email accounts. These accounts are as easy to access on the web as other free accounts (e.g., Hotmail, Yahoo, etc.), but they are more reliable and secure. And you can always easily forward email coming in on your other free account to your UW account. Please see this website for details:

<http://www.nexusmail.uwaterloo.ca>

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.)

E-mail Communication

It is your responsibility to check e-mail / UW-ACE regularly for important and time sensitive messages. You should use your UW account for all e-mail correspondence to UW personnel for reasons such as identification, reliability, and security. Note that higher priority may be given to e-mail received from UW accounts versus other accounts such as hotmail, yahoo, etc. See "Official Student Email Address" for further details:

<http://www.adm.uwaterloo.ca/infocist/emailuse.html>

Netiquette:

- 1) All course-related communication should be done through UW-ACE.
- 2) If you have only 2 or 3 questions, it is acceptable to ask these questions in an email to your instructor or TA. However, if you have more than 2 or 3 questions, please meet with your instructor or TA during office hours, or make an appointment.
- 3) Always fill the subject line with a few words reflecting the goal of your email, for example 'question on introspection,' or 'assignment 1.'
- 4) Always begin an email with a salutation, and end your email with a signature. Though UW-ACE allows the recipient to see the username of the sender, these are not automatically associated to your name.

A note from your instructor:

I was born and raised in Montreal and its suburbs, where I first went to Dawson College in Fine Arts, and then to Concordia University in Painting and Drawing. It was after my first year at Concordia University that I transferred into their psychology program where I did some research on ocular dominance. I then came to the University of Waterloo where I did my M.A. and Ph.D. in Behavioural Neuroscience with Dr. Mike Dixon, looking at the representations of objects in memory in healthy people. I am now a post-doctoral fellow in the Department of Kinesiology where I work with Dr. Eric Roy. I continue to look into the representations of objects in memory, but I've also started investigating the representations of actions and their production, both in healthy young and elderly people, as well as in stroke and Alzheimer patients. Other areas of interest of mine involve frontal lobe function and multisensory integration.

A note from your TA:

I graduated my undergrad here at the University of Waterloo and I'm doing graduate work under Dr. Jonathan Fugelsang and Dr. Jennifer Stolz in the cognition department. To date, my research has focused on anxiety and performance and our newest project is looking at math anxiety and learning.

If there is a discrepancy between the hard copy outline and the outline posted on UW-ACE, the outline on UW-ACE will be deemed the official version.

Lecture Schedule

About lectures: The lectures and the readings are meant to complement each other. Though they will overlap, material from the text may not be covered in the lectures, and material from the lectures may not be covered in the text. For all examinations, you will be responsible for material presented in the text as well as in the lectures. You are therefore strongly encouraged to attend the lectures **and** to keep up with the readings.

Date	Topic	Modules
September 11	History of Psychology Research Methods in Psychology	1,2, and 3
September 18	Neuroscience and Behavior Nature vs. Nurture	4, 5, 6 and 7
September 25	Developmental Psychology Participatory assignment 1 due	8, 9, 10 and 11
October 2	Sensation and Perception	12, 13, 14, 15, 16, and 17
October 9	Midterm 1	1-11
October 16	Learning	21, 22 and 23
October 23	Memory Participatory assignment 2 due	24, 25, 26, 27 and 28
October 30	States of Consciousness / Emotions	18, 19 and 20 / 38, 39, and 40
November 6	Midterm 2	12-17 and 21-28
November 13	Personality	44, 45, and 46
November 20	Psychological Disorders	47, 48, 49, 50 and 51
November 27	Psychological Therapy Participatory Assignment 3 due	52, 53, and 54