

# PSYCH 101 - INTRODUCTION TO PSYCHOLOGY

## Fall 2010 - Section 004

Tuesdays - 6:30pm to 9:20pm - DC 1351

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<i>Instructor Office Hours:</i>	By appointment or on MSN @ <a href="mailto:AmandaPsych101-04@hotmail.com">AmandaPsych101-04@hotmail.com</a>
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<i>TA Office Hours:</i>	To be announced
<i>Course Website:</i>	<a href="http://uwace.uwaterloo.ca">http://uwace.uwaterloo.ca</a>

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### **COURSE RESOURCES**

#### *Required Textbook*

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

A *Study Guide* may be included with your new textbook. The study guide is not required but is certainly recommended. You can think of it as a study companion while you are reading the textbook – it should enhance your understanding of the text material.

#### *I-Clickers*

iClickers are small, handheld devices that allow you to easily respond to in-class multiple-choice questions. Each week you will have several opportunities to participate in Test Yourself activities in class and your answers to those questions will be counted towards your participation grade.

#### *Course Websites*

You can find the course website on UW-ACE (<http://uwace.uwaterloo.ca>). At this site you will find each week's PowerPoint slides, additional reading material when appropriate, your weekly quizzes and other helpful information. This is also where your grades will be posted following each test.

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 DESCRIPTION and GOALS**

Like any other introductory course, Psychology 101 is designed to introduce you to the various subjects within the discipline. As such, we will explore topics ranging from the biological roots of behaviour, to human development throughout the lifespan, to learning and memory to psychological disorders and the therapies that are used to treat them. Based on those topics, I expect that you will develop a more thorough understanding of yourself and the world that you live in. But since psychology is in essence the study of our human experience, our thoughts, our feelings and our interactions with the world, I'll also

expect that each of you are coming into this course with some preconceived notions of what psychology is. As such, another goal of this course will be to encourage you to think critically about your preconceptions so that you can become a better consumer of the psychological information that is available in the media.

*COURSE GOALS:*

- Become familiar with the broad range of topics that make up the discipline of psychology.
- Become familiar with the methods of investigation used in psychology, including the strengths and limitations of these methods.
- Develop an understanding of the vocabulary and concepts of psychology that will allow you to study further in advanced courses or through independent reading.
- 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**

Participation in Experiments/ Article Summaries	4 %
In-Class Participation (I-Clicker, 1-minute-papers)	5 %
Weekly Quizzes (1% per week)	11 %
Final Written Assignment	5 %
In-Class Tests (3 @ 25% each)	75 %
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	100 %

*Tests*

There will be three tests – all of which will be held in class; one on October 5<sup>th</sup>, another on November 2<sup>nd</sup> and the last on November 30<sup>th</sup>. These tests will be *non-cumulative* (i.e., once material has been covered on one test, it will not be examined again). Each of these tests will contain around 80 multiple choice questions, will take less than 2 hours to complete and will be worth 25%. Please be sure to arrive at class on time before a test (ideally, a little early) and bring a couple of soft-lead pencils with you. Answer every question on the exam even if you have to guess (there is no penalty for guessing). *NOTE:* Tests are difficult to reschedule, so rescheduling and/or re-weighting will **ONLY** be done for an individual in the event of a legitimate problem, which requires documentation (e.g., a doctor's note).

*Weekly Participatory Quizzes*

Each week you will be asked to complete a short quiz *online* via the UW-ACE course website. The questions on these quizzes will relate to recently covered material and will always be in-line with our course goals. These assignments must be completed by **midnight on the Friday following lecture**. Each quiz will have between 8 and 12 questions and will be worth 1% of your final grade – if an assignment is not collected from you, you will receive a 0 for that week. These low-stakes quizzes will help to ensure that you keep up with your weekly readings and that you follow along with the regular lectures.

*Final Assignment*

Your assignment will be handed in on our final lecture day (November 23) and will be marked out of 10. For this assignment you will write 2, double spaced pages and you will be given some choice about which question you answer. The topics for your assignment will be discussed following the second test and instructions for its completion will be made clear at the time.

### *Experiment Participation*

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 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 (ORE).

#### *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
- Contact information for the Director of the ORE 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. If you choose this option, find an article via a scientific journal, newspapers or magazine (on-line or in print). *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.

## **CLASS EXPECTATIONS**

- Avoid being disruptive or disrespectful to your classmates.
  - Please try to be on time for class. It is very disruptive for everyone to have people walking in late and trying to find a seat.
  - Refrain from talking in class. This disturbs the people around you and is inconsiderate. If someone is talking and disturbing you, please feel free to ask them to be quiet.
  - Turn off all electronic devices before the start of class – this includes BlackBerrys, cell phones and Ipods.
  - Use computers in class for only class-related activities. Checking email, playing games, chatting on MSN etc... is distracting for you and the students sitting behind and around you. If you must use your computer for alternate activities, please sit in the back rows of the classroom.

## **OTHER RELEVANT INFORMATION**

***Policy on Missing Tests/Quizzes:*** Students who request accommodation for tests or quizzes due to illness should seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form: [http://www.healthservices.uwaterloo.ca/Health\\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html). Submit the form to the instructor within 48 hours and when possible, inform the instructor by the due date for the test/quiz that you will be unable to meet the deadline and that documentation will be coming.

In the case of a missed test, the instructor and student will

- a) negotiate an extension for the test, which will typically be written as soon as possible, but no later than the next test.
- b) waive the course component and re-weight remaining term work.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required. Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

**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.

**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 3685. 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.

Discipline: A student is expected to know what constitutes academic integrity, 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 professor, 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/>

## **COURSE SCHEDULE**

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 found below:

<i>Date</i>	<i>Topic</i>	<i>Modules</i>
September 14	Introduction to the Science of Psychology	1 to 3
September 21	Neuroscience and Behavior States of Consciousness	4 to 6 7 to 10
September 28	Developmental Psychology	13 to 16
October 5	<b>Test One</b> Attention	No Readings
October 12	Sensation and Perception	17 to 22
October 19	Memory	26 to 30
October 26	Personality Learning	45 to 47 23 to 25
November 2	<b>Test Two</b> Industrial and Organizational Psychology	No Readings
November 9	Social Psychology	56 to 59
November 16	Psychological Disorders and Therapies I	48 to 55
November 23	Psychological Disorders and Therapies II <b>Final Assignment &amp; Article Summary</b>	48 to 55
November 30	<b>Test Three</b>	