

PSYCH 101 – INTRODUCTION TO PSYCHOLOGY

Fall 2012 – Section 004

Tuesdays – 7:00pm to 9:50pm - DC 1351

Instructor: Dr. Jennifer Tomaszczyk, jtomasz@uwaterloo.ca
Instructor Office Hours: Tuesdays 2:00-4:00pm in PAS 4227, or by appointment

Teaching Assistant: Adam Palanica, apalanic@uwaterloo.ca
TA Office Hours: TBA

Course Website: <https://learn.uwaterloo.ca/>

COURSE RESOURCES

Required Textbook

- Myers, D. (2013). *Psychology: Myers in Modules* (10th Ed.). New York: Worth Publishers.*

A *Study Guide* (by Richard O. Straub)* is 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 have placed 2 copies of the text and of the study guide on reserve at the Dana Porter Library (24 hour loan period). A link to access the course reserves appears on the course web site (see below).

Course Website

Registered students can find the course website on Waterloo LEARN (<https://learn.uwaterloo.ca/>). On this site you will find each lecture's PowerPoint slides and other helpful information. This is also where your grades will be posted following each test.

COURSE DESCRIPTION and GOALS

Psychology 101 is designed to introduce you to the various subjects within the discipline. As such, we will explore a range of topics including the biological roots of behaviour, human development throughout the lifespan, learning and memory, and 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 as 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. Hence, 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.

Note: Psych 101 is cross-listed with Psych 121R. Only one of these two courses can be taken for credit towards the degree.

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 (Research Experience Marks)	4 %
In-Class Participation (1-minute papers) 8 out of 11 @ 0.5% each	4 %
Written Assignment	8 %
In-Class Tests (3)	84 %
	<hr/>
	100 %

Tests

There will be three tests – all of which will be held in class; one on **October 9th (worth 35%)**, another on **October 30th (worth 24%)** and the last on **November 27th (worth 25%)**. 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 60-80 multiple choice questions and will take less than 1.5 hours to complete. 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). Tests will be worth $35\% + 24\% + 25\% = 84\%$ of your final grade.

In-Class Participation

You will have the opportunity to actively participate in class by completing “one-minute papers” (OMSs). At some point during lecture I will pose a question to the class that is relevant to the topic being covered, and you will have one (1) minute to write down your response on a piece of paper. As one-minute papers are *not* quizzes, you will receive full marks if your response shows that you actively thought about a course concept, regardless of whether it is technically correct. Active participation in lectures will help to promote greater understanding of course material. Be sure to **hand in your response to me at the end of the lecture** so that it can be graded! **For full marks you must hand in 8 (out of 11) OMSs** $\times 0.5\% = 4\%$ of your final grade.

Written Assignment

Your assignment will be completed independently and will be **handed in on the second last class (November 20)** and will be marked out of 10. For this assignment you will write 2, double spaced pages and you will be given some choice of topic. The topics for your assignment will be discussed following the second test and instructions for its completion will be made clear at the time. The written assignment will be worth 8% of your final grade. **Late submissions will not be accepted!**

NOTE: Rescheduling/re-weighting of tests, re-weighting of the in-class participation marks, and extension of the due date for the written assignment, will **ONLY** be done for an individual in the event of a problem that is recognized as legitimate by the University of Waterloo, which requires official documentation (e.g., a doctor's note/verification of illness form).

Research Experience Marks Information and Guidelines

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 in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits

for each 15-minutes 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.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/sonainfo/#SonaSignUp>

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.****

More information about the REG program in general 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 RELEVANT INFORMATION

Accommodations to Course Requirements

Students who are requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:

- * 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
- * submit that form to the instructor within 48 hours.
- * (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either:

1. waive the course component and re-weight remaining term work
as he/she deems fit according to circumstances and the goals of the course, or
2. provide an extension.

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.

The 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 LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

Accommodations 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.

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 Studies ([Myra Fernandes](#) from July 1, 2012 through June 30, 2014) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows: Myra Fernandes Email: mafernan@uwaterloo.ca Ph 519-888-4567 ext 32142

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. [Check <http://www.uwaterloo.ca/academicintegrity/> for more information.]

Discipline: A student is expected to know what constitutes academic integrity [check <http://www.uwaterloo.ca/academicintegrity/>], 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 instructor, 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), <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](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm), 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), <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): <http://uwaterloo.ca/academicintegrity/>

Document Storage/Retention Policy

Graded tests as well as unclaimed graded assignments for this course will be kept in storage in the Psychology Department for a maximum of 16 months after the final grades have been submitted to the Registrar's Office. After that time, these documents will be destroyed in compliance with UW's confidential shredding procedures.

TIPS FOR A GREAT CLASSROOM EXPERIENCE

- 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.

TENTATIVE COURSE SCHEDULE

There are two sources of material for the course: the textbook and the lectures. 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 text material, therefore, it is recommended that you attend class meetings and complete the readings beforehand.

<i>Date</i>	<i>Topic</i>	<i>Modules</i>
September 11	Introduction to the Science of Psychology	1, 2, 3
September 18	Neuroscience, Behavior, & Motivation	4, 5, 6, 32
September 25	Sensation and Perception	17, 18, 19
October 2	Developmental Psychology	13, 14, 15, 16
October 9	Test One States of Consciousness	7, 8, 9, 10
October 16	Memory	23, 24, 25, 26
October 23	Learning & Thought	20, 21, 22, 27, 28, 29, 30, 31
October 30	Test Two Emotions & Stress	35, 36, 37
November 6	Social Psychology	43, 44, 45, 46
November 13	Personality, Psychological Disorders & Therapies I	40, 41, 42, 47, 48
November 20	Final Written Assignment & Article Summary Due! Psychological Disorders & Therapies II	49, 50, 51, 52, 53, 54
November 27	Test Three	No readings