



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo
Department of Psychology

PSYCH 101
Introductory Psychology
Fall 2018

Tuesdays, 6:30pm-9:20pm, Room: SJ2 1004

Instructor and TA Information

Instructor: Dr. Toni Serafini

Office: SH 2221 (Sweeny Hall)

Office Phone: 519-884-8110 x28293

Office Hours: Tuesdays 1:00pm-2:00pm (or by appointment)

Email: tserafini@uwaterloo.ca

Correspondence with Instructor:

It is best to contact me via email or to come see me in person during office hours. When emailing, please **include your first & last name and the course code in the subject line**. Please use a salutation (e.g., "Dear/Hi Dr/Professor Serafini or Toni") and closing (e.g., "Thanks/Regards your name") to open and close all emails.

Email responses: If you do not hear back from me within 48 hours (excluding weekends), please resend your message. This is NOT an indication that I am ignoring you; more likely, this suggests that I did not receive your email, or that it got 'lost' in my ever-expanding inbox (note: use of hotmail accounts sometimes results in messages flagged as spam. It is best to use your UW email address).

Teaching Assistant (TA): TBD

Course Description

As is the case with introductory courses across disciplines, the aim is to introduce you, albeit briefly, to the subject matter – in this case, the science of psychology. As such, we focus on breadth of material rather than depth. Course offerings in the Psychology Department enable you to dig deeper into a number of areas of psychology; this introductory course provides the foundation for further learning. Consider it a "sampler platter" of the basic concepts of psychology.

Psychology is the study of human behaviour and experience. In this course we will explore the theoretical perspectives and associated research that enable us to ask critical questions and reach conclusions about human behaviour, thoughts, and relationships across the lifespan.

The textbook provides the foundational content of the course; the lectures are intended to flesh out certain concepts, bring in additional material, and stimulate your understanding of the material in new ways. 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 psychological research being conducted at the University of Waterloo (i.e., as a research study participant), or by completing an alternative (written) assignment. Read on for details.

Course Goals and/or Learning Outcomes

Upon completion of this course, you should be able to:

1. Recognize and understand the basic processes related to the human experience of thoughts, feelings, and behaviours.
2. Utilize critical thinking skills in the process of analyzing and challenging accepted “truths” about human experience and behaviour (e.g., ‘pop’ psychology, ‘common sense,’ intuition).
3. Recognize and differentiate various psychological theories.
4. Recognize and understand the foundations of psychological scientific inquiry used to test assumptions and intuitions about human experience.
5. Think critically about the complexity of interactions that impact your own and others’ behaviours, thoughts, and emotions.
6. Develop a deeper understanding of yourself and the people around you.

Required Text

Weiten, W. & McCann, D. (2016). *Psychology: Themes and Variations, 5th Canadian Edition*. Toronto, ON: Nelson Education.

Course Requirements and Assessment

<u>Assessment</u>	<u>Date of Evaluation</u>	<u>Weighting</u>
In-class Test #1	Thursday, October 11, 2018	38%
In-class Test #2	Tuesday, November 6, 2018	38%
In-class Test #3	Tuesday, November, 27, 2018	20%
Experiential Learning	ongoing	4%
Bonus Points	ongoing	Up to 2%

Total 100%

Note: Experiential Learning information will also be posted on LEARN

In-class Tests (96% total)

Testing will consist of three in-class tests conducted during class time. 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 be multiple-choice.

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, by email, if you are unable to write at the scheduled time due to medical or religious circumstances (or at minimum the day of the test). **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 - a UWaterloo Verification of Illness (VOI) form must be submitted) in order to have a test rescheduled.
3. Rescheduling is at the discretion of the course instructor. VOI form dates will weigh heavily in this decision (e.g., 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.

Experiential Learning (4% total)

Students will participate in research opportunities 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.

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: <https://uwaterloo.ca/research-experiences-group/participants/sona-information>

Please forward any inquiries regarding this component of the course directly to the REG Coordinator (after reviewing the information provided in this syllabus and on the REG website (<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/>))

CONTACT PERSON: Reg Coordinator, Email: regadmin@uwaterloo.ca, Phone: 519-888-4567 x32690, or in person at the REG Office (PAS 3013) -- Please call or email in advance to set up an appointment to ensure the Reg Coordinator is able to meet with you.

BONUS (up to 2% total)

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).

Experiential Learning: 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.

How to earn extra marks for your Psychology course(s) this term by participating in studies ...

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your LAB and/or ONLINE studies using the "Sona" website.

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 they have 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 students' 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:

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

****** 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:

[REG Participants' Homepage](#) or you can check the [Sona FAQ](#) for additional information.

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. Scientific journals are a suitable source for articles for this course (you may find scientific journal articles on the UW library website under "Research Guides", "Psychology" (<http://subjectguides.uwaterloo.ca/psychology?hs=a>)).

You must contact the instructor 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 the concepts noted above in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

Course Outline / Class Schedule

Week	Date	Topic	Assigned Readings
1	Sept. 11, 2018	Introduction to the course Introduction to the Science of Psychology	Chapter 1
2	Sept. 18, 2018	Doing Psychological Research Biological Bases of Behaviour: The Nervous System and the Brain	Chapter 2 Chapter 3
3	Sept. 25, 2018	Sensation and Perception Consciousness	Chapter 4 Chapter 5
4	Oct. 2, 2018	Memory	Chapter 7
	Oct. 9, 2018 (no class)	October 8th – Thanksgiving Day (no classes) October 9th and 10th – Fall Break Days (no classes) Tuesday October 9th class will be held on Thursday, Oct. 11th	
5	Thursday, Oct. 11, 2018 TEST #1	PART A 6:30pm – 8:00pm: Test #1 <hr/> PART B 8:10pm – 9:20pm: Lecture Learning and Conditioning	Part A: Test #1 Content Chapters 1, 2, 3, 4, 5, 7, and Lecture Material <hr/> Part B: Chapter 6
6	Oct. 16, 2018	Motivation & Emotions Personality	Chapter 10 Chapter 12
7	Oct. 23, 2017	Cognitive Psychology: - Logic, Reasoning, Decision-making - Language and Thought - Intelligence	Chapter 8 Chapter 9
8	Oct. 30, 2017	Developmental Psychology - Human development across the lifespan	Chapter 11
9	Tuesday, Nov. 6, 2017 TEST #2	PART A 6:30pm – 8:00pm: Test #2 <hr/> PART B 8:10pm – 9:20pm: Lecture Social Psychology: Obedience	Part A: Test #2 Content Chapters 6, 8, 9, 10, 11, 12 and Lecture Material <hr/> Part B: Chapter 13, Films (in class)
10	Nov. 13, 2017	Social Psychology: Conformity, Prejudice, Discrimination	Chapter 13 cont'd Films (shown in class)
11	Nov. 20, 2017	Psychological Disorders and Mental Health Treatment/Therapies	Chapter 15 Chapter 16
12	Nov. 27, 2017 TEST #3-Last Class	Test #3	Test #3 Content: Chapters 13, 15, 16, Lecture Material, and Films

Electronic Device Policy

In the spirit of creating a classroom environment conducive to listening and learning, I ask all students to restrict your laptop use during lectures to note-taking, and to **silence your smartphones and other devices**.

In a shared learning environment, Snapchatting, Instagramming, Tindering, Facebooking, Tweeting, texting, online shopping, and other such endeavours are **distracting to other students** and to the instructor. **Your respectful consideration of others is very much appreciated.**

Attendance Policy

Simple attendance will not be directly evaluated or monitored; however, academic success and achievement of the course goals are facilitated by strong attendance. Since this is not an online course, active engagement in the course components requires attendance.

Important Information

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage [for more information](#).

Discipline: A student is 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 the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome’s University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome’s University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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 AS office at the beginning of each academic term.

Copyright and Course Material: Lectures and course materials, including power point presentations, tests, outlines, and similar materials are protected by copyright. Faculty Members are the exclusive owners of copyright for those materials they create. Students may take notes and make copies **for their own use**. **Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of the Faculty Member.** Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student’s answers or papers on the course web site the faculty member should ask for the student’s written permission. *(Adapted from University of Maryland and Kings at the University of Western Ontario)*