

Psychology 101—Introductory Psychology
Spring Term 2010

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Lectures: Tuesdays, 6:30-09:20 PM, in RCH 101.

Required Text

Text: Wood, S.E., Wood, E.G., Boyd, D., Wood, E., & Desmarais, S. (2011). The World of Psychology. 6th Canadian Edition.

Course Description and Objectives

This is an introductory course in psychology, which means that we will be covering all areas of psychology in the course. It is designed to introduce you to the field of psychology as a whole, and to the major theories and findings in the discipline. The course is designed so that you can meet the following objectives:

1. That you become familiar with the broad range of topics that make up the discipline of psychology.
2. That you become familiar with the methods of investigation used in psychology, and the strengths and limitations of these methods.
3. That you develop an understanding of the vocabulary and concepts of psychology that will allow you to study further in advanced courses or through independent reading.
4. That you 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 & GRADING

Requirements

1. **Exams:** You will have three multiple-choice tests in this course, with each covering approximately one third of the course. The first and second exams are worth 35% (for a total of 70%), and the third exam is worth 26% of the final grade. These exams will cover material that is presented in the lectures and in the text. Exams will **NOT** be cumulative. In general, there will be no make-up exams but, in cases of (appropriately documented) severe illness or other (significant) extenuating circumstances, a make-up exam will be offered (see just below). **Everyone must take all three exams.** All three exams will take place during class time (see the syllabus for dates). **DO NOT ask me to increase your grade at the end of the term.**

[Note re documenting illness: The university policy "Accommodation due to Illness" can be found at http://www.registrar.uwaterloo.ca/students/accom_illness.html]

2. **Psychological experiments/studies you participate in and article reviews:** During the term, you will have opportunities to participate in studies that are being conducted by University of Waterloo researchers. [See the description below.] Your participation is voluntary. During the first and second week of our course, there will be a mass testing questionnaire done on the internet (the mass testing questionnaire is described below in the section, "Participation in Psychology Experiments"), which counts for participation credit as described below.

Please note that you do not have to participate in experiments/studies if you do not want to. Alternatively (or instead or in addition), you may write up short reviews of newspaper/magazine/web articles that are relevant to psychology. Articles that you review must be serious (e.g., a news report of a study that has genuine relevance to psychology) rather than frivolous. You must check with me or with a TA about the appropriateness of any article that you are thinking about summarizing before you pursue it. One article review = 1.0 experimental credits (i.e., equivalent to 1 hour of participation).

You must take part in experiments (or turn in article reviews) for a value of 4% to add up to 100% of the course grade. These may be in any combination of mass testing, experiments, and article reviews. As a bonus, you may participate in additional experiments (or article summaries) for an additional 2% extra credit. So theoretically, you could earn a mark of 102% (although the maximum grade I can assign is 100%). There will be no other opportunities to earn extra credit—I cannot grant any special requests for extra credit or for changing the weights of various course components.

Grading:

The first and second exams are worth 35% (for a total of 70%), and the third exam is worth 26% of your grade, and experimental participation/article summaries will be worth 4% of your grade, for a total of 100% (not counting the 2% bonus for extra experimental participation that you may choose to do).

Participation in Psychology Research: Based on Guidelines for Psychology 101 Section 2, Fall 2008

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 (including the 2% bonus points) points towards their final mark in Psychology 101 by participating in Psychology 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".

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 sh/he participated.

How do I sign up?

Once you are registered in the course, you will get an account 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 (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 Section 2-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.

When should I sign up?

Right away, the sooner the better!!! The On-line study "Mass Testing Survey S10" (one full credit) will only be offered for a few weeks (**until June 14th**) 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. Doing both Prescreen and Mass Testing Survey helps you (by providing more qualifying studies) and it helps researchers (by identifying more qualified participants) so we would greatly appreciate it if you would 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 5 credits can be for On-line studies and iii) you should try to spread your participation out over the term.

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

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 submit short reviews (1½ to 2 pages) of journal articles relevant to the course material. Each review article counts as one percentage point. You should contact your TA to get approval before writing the review. To receive credit, you must follow specific guidelines. The review must:

- **Be submitted by July 20th. 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 “World of Psychology” 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.

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

Academic Integrity:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. [Check <http://www.uwaterloo.ca/academicintegrity/> for more information.]

- **CHEATING WILL NOT BE TOLERATED;** Students are referred to the university policy on scholastic offences. Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will: (1) receive a zero (0%) and be asked to leave the room if cheating materials cannot be confiscated and/or students are disruptive about being caught OR (2) have cheating materials and the answer booklet/scantron confiscated and be given a new exam that must be completed in the time remaining. A number of safeguards will be employed to discourage cheating. For example, invigilators of the tests can ask students to move to another seat during the exam, cover their paper, avert their eyes from other students’ papers, remove baseball caps, check for cheat notes, etc. This is not meant as a personal affront or as an accusation of cheating, rather as vigilant attempts at proctoring. It is strongly recommended that you **do not** sit with friends during the examinations.
- All incidences of cheating will be reported to the Department Chair, the Associate Dean at SJU, and the Associate Dean of the student’s home department. If clear pre-meditated cheating is evident (e.g., cheat notes), the instructor will recommend a failing grade to the Associate Dean of the student’s home department. All cases of cheating are formally documented in the student’s academic records. In addition, the professor can recommend that the student be required to withdraw from the university.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her 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 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>. For typical penalties check Guidelines for the Assessment of Penalties, <http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.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>. When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

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

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

Accommodation for Students with Disabilities:

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

General information regarding the course

Correspondence in general:

Students using email or the telephone to contact a TA, or Professor Nosko must include their first and last names, student number, and course in which they are enrolled. Always email us via UW-ACE and put Psych 101 in subject line.

Please allow at least 24 hours for a response made between Monday and Thursday and allow the weekend for a response to an inquiry made on Friday, Saturday or Sunday.

For course related questions, request for extra help with the content, or to go over one of your exams, please contact a TA. For all other inquiries or questions, please contact Professor Nosko or (e.g., missing an exam). Please do not ask if you can borrow our notes if you miss class. The best way to get notes is with an email request (using ACE) to the class.

Do not email or telephone asking for grades. For security reasons, grades are not released over the telephone or Internet.

Respect, courtesy, and co-operation in the classroom:

1. Be on time for class. It is very disruptive for everyone to have people walking in late and trying to find a seat. I know it is early ... but it is early for all of us!

2. Please do not talk loudly 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.
3. I would be grateful if you would not try to talk with me *before* class when I'm getting ready. I am more than happy to stay *after* class to talk with you for as long as you like.
4. **Come and talk with me during office hours or make an appointment;** I'm happy to chat and to answer your questions.

Respect, courtesy, and professionalism in email correspondence:

1. Address me with the proper title (i.e., DO NOT use “Hey dude”, “Hey you”, “What’s up”). Please address me as Prof. Nosko in your emails.
2. Sign your email with your **full name**, so that I know who I am replying to.
3. Take time to spell out words in full in your emails (e.g., do not use “u” for you).

Advice for doing well in the course:

1. **Attend lectures.** The material will make a lot more sense and it really helps to take part in the demonstrations, too. Learning works best when you are actively involved.
2. Try to keep up with the readings, as shown on the syllabus. There is a lot to cover, so you do not want to fall behind. Readings make a lot more sense if you do them in conjunction with the lectures, plus any problems you encounter are more obvious, so you can ask one of the TAs or me for help.
3. In large classes, students tend not to ask questions. This is a bad practice. If there is something you do not understand (or want to know more about), **please put up your hand and ask.** Often, other students were wondering the same thing! I won't always be able to answer, but I usually can and certainly will try.

Lecture Schedule

Week	Date	Topic	Chapters & Readings
	May 4	Introduction to the class & History and Methods of Psychology	1
	May 11	Biology and Behaviour	2
	May 18	Sensation and Perception	3
	May 25	States of Consciousness & Learning	4 & 5
	June 1	(TEST #1) Memory & Intelligence	6 & 7
	June 8	Cognition and Language	7
	June 15	Development	8
	June 22	Development cont'd & Motivation and Emotion	8 & 9
	June 29	(TEST #2) Social Psychology	10
	July 6	Social Psychology Cont'd & Personality Theory	10 & 11
	July 13	Health and Stress & Psychological Disorders/Therapies	12, 13 & 14
	July 20	(TEST #3) Applications of Psychology: Technology and the Media	TBA

[As an alternative to participating in experiments, you may summarize an article about psychology. The following is an example of a cover sheet that we would like for each article. You may photocopy this page.]

Summary of Article

Please Print:

Name _____ I.D. Number _____

Author(s) of Article _____

Title of Article _____

Source (Magazine/Newspaper/Journal): _____

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.
3. Attach a copy of the article (be careful with material that you have obtained from the library).
4. Please type (or word process) your review.