



# ST. JEROME'S UNIVERSITY

**St. Jerome's University in the University of Waterloo**  
**Department of Psychology**  
**Psych 101**  
**Introductory Psychology**  
**Spring 2017**  
**Wednesday, 6:30pm-9:30pm, RCH 101**

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## **Course Description**

Psychology 101 is designed to provide you with an understanding of the basic concepts, theories, and methods of modern psychology as a behavioural science. The field is diverse, covering a broad range of topics such as neuroscience, human development, learning and memory, the social forces that affect behaviour, mental disorders and treatment, and many more. 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, I'll also expect that each of you is coming into this course with some intuitive assumptions about the field. You will find that many of your beliefs about human existence are scientifically supported; but you will also find many beliefs are refuted by the evidence. Therefore, 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 and Learning Outcomes**

Through lectures, readings, videos, discussions, and class activities students will:

- A. Become familiar with the broad range of topics that make up the discipline of psychology.
- B. Gain an appreciation for the role of science in learning about human behaviour.
- C. Gain greater insight into yourself, others, and the human condition.

## **Required Text**

- Krause, M., Corts, D., Smith, S., & Dolderman, D. (2015). *An introduction to psychological science (Canadian edition)*. Toronto: Pearson.

## **Readings Available on Learn**

- Sacks, O. (1985). *The man who mistook his wife for a hat and other clinical tales*. NY: Summit. [Chapter excerpts]
- Freud, S. (1910). The origin and development of psychoanalysis. *American Journal of Psychology*, 21, 181-218. [From Lecture II]

Included with the purchase of a new text is a subscription to Learning Catalytics, which is a web based student response system (similar to clickers) that we will be using regularly throughout the term. To take advantage of this learning tool, please bring a smart device (laptop, tablet, or smart phone) or a text-capable cell phone to class beginning week 2. In the event that you elect to purchase a used copy of the textbook, you can purchase a code to Learning Catalytics separately from the bookstore.

## Course Requirements and Assessment

Assessment	Dates	Weighting
Midterm 1	May 24	25%
Midterm 2	June 28	35%
Midterm 3	July 19	25%
Questions and Reflections	Throughout term	6%
Learning Catalytics	Throughout term	5%
Research Experience	May 1 to July 25	4%
Bonus Research Experience	May 1 to July 25	+2%
Total		100%

### Midterm Tests

Midterm tests will include 40-50 multiple-choice questions covering material from lecture and assigned readings. Tests are not cumulative. Combined, the midterm tests count toward 85% of your grade.

### Questions and Reflections

Curiosity is essential for human learning. Asking questions is an essential component of igniting curiosity and cultivating a sense of wonder about the world. How does X connect to Y? Who can help us to solve difficult problems, and how? Why does X do Y in one setting, but not in another?

Each week (weeks 2-11), you will write 1-2 paragraphs about any questions that are on your mind as you engage with the course material. This is an opportunity to cultivate your own curiosity without risk. Your brief write-ups will be submitted each week on Learn and graded for completion (4% of final grade).

During the last week of term, you will write a 1-2 page reflective essay considering how and why your questions have changed (or remained the same) throughout the term. How has your understanding of yourself, human beings, and the world evolved? Do you have answers now that you did not have before? Your reflective essay will be submitted on Learn and graded for content (2% of final grade).

### Learning Catalytics

Learning Catalytics is a Student Response System similar to clickers but is web based and utilizes smart devices and text-capable cell phones. Student Response Systems add interactivity to the classroom and help students to assess their understanding of the content in real time. If you purchased a new textbook, you already have access to Learning Catalytics (detailed instructions on how to use the system will be provided in class). Alternatively, you can purchase a code for Learning Catalytics from the bookstore. When registering your account for Learning Catalytics, it is essential that you use your uWaterloo e-mail address, otherwise, I will have difficulty assigning your participation grades.

Each week beginning in week 2, questions will be posed during class with Learning Catalytics. Students who answer 80 or more questions during the term will receive participation marks (up to 5% of final grade). Getting the questions correct is NOT necessary; simply attempting them counts. Plus, it's fun!

An alternative assignment worth 5% is offered for students who are unable to bring a smart device or text-capable cell phone to class. If this describes you, contact the instructor before the end of week 4.

### Research Participation

The remaining 4% of your grade will be based on participation in research. You can also earn an additional 2% in bonus marks. More detailed information appears later in this syllabus

## Course Outline / Class Schedule

Week	Date	Topic	Module Readings Due
1	May 3	Introduction; History and Methods	1.1, 1.2, 2.1, 2.2, 2.3
2	May 10	Biological Psychology	3.1, 3.2, 3.3, 3.4
3	May 17	Sensation and Perception	4.1, 4.2, 4.3, 4.4, Sacks Ch. 1
4	May 24	<b>Midterm Test 1 (25%)</b> Consciousness	5.1, 5.2, 5.3
5	May 31	Learning and Memory	6.1, 6.2, 6.3, 7.1, 7.2, 7.3
6	June 7	Thinking and Language	8.1, 8.2, 8.3, Sacks Ch. 9
7	June 14	Motivation and Emotion	11.1, 11.2, 11.3, 11.4
8	June 21	Lifespan Development	10.1, 10.2, 10.3, 10.4
9	June 28	<b>Midterm Test 2 (35%)</b> Personality	12.1, 12.2, 12.3, Freud Lec. 2
10	July 5	Social Psychology	13.1, 13.2, 13.3
11	July 12	Psychological Disorders and Therapies	15.1, 15.2, 15.3, 15.4, 16.1, 16.2, 16.3
12	July 19	<b>Midterm Test 3 (25%)</b>	

### Notes/Policies:

#### 1) Website

Please check the LEARN website regularly. I will post announcements, lecture slides, assignment information, grades, etc. Lecture slides will be posted before lecture to help you with your note-taking. However, I recommend that you take your own notes as much as possible; research shows that people have greater memory for the material when they take their own notes.

#### 2) Attendance

To succeed, attend all lectures. Tests will cover material from lecture, and I will present a great deal of material not covered in your readings and expand on important points in the readings. Students who attend all lectures do much better in this course than those who attend irregularly. Come on time, take notes, and do not fool yourself into thinking you are “attending” just because you are sitting there. Keep your mind focused on the material and free from distractions (see section on technology). You should also exchange contact information with a classmate for notes sharing in case you have to miss a lecture.

#### 3) Accommodations for Illness or Unforeseen Circumstances

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See the [Uwaterloo Accomodations due to illness](#) page. If you must miss a test due to severe illness or other extenuating circumstances, the weight of that test will be spread across the other two tests.

#### 4) Technology Regulations

Recent studies suggest that students who bring laptops to class perform worse (on average) than their non-laptop using peers, and are much less likely to pay attention in class. Laptops can also be a distraction for other students. Please be courteous to your fellow students and only use your laptop for the purposes of engaging in course content (e.g., taking notes, participating in Learning Catalytics). Keep in mind that studies also show that pen-and-paper note-taking is more effective and leads to higher grades than laptop note taking. Laptop use during lectures for email, Facebook, or other non-course

related activities is not permitted.

## 5) 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](#) and the [Arts 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.

**Intellectual Property:** Students should be aware that this course contains the intellectual property of the instructor, which can include lecture handouts and presentations (e.g., PowerPoint slides), lecture content, both spoken and written (and any audio or video recording thereof), questions from various types of assessments (e.g., assignments, quizzes, tests, final exams), work protected by copyright.

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

## **Sona and 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 been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

#### ***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 Chief Ethics Officer 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:

[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](#)

### **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.