

PSYCH 101 **Introductory Psychology** -- Fall 2004 -- Course Outline
MWF 11:30 A.M.-12:20 P.M.

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Office Hours: MW 10:30-11:15; MW 6-6:45; by appointment **Teaching Assistants:**
TBA

Required Text: Myers, D. G. (2004). *Psychology* (7th Edition). New York: Worth.
Chapters assigned are based on this edition. *Use of earlier editions or the modular edition is NOT recommended.*

Course Description (from the *UW Undergraduate Calendar*): “A general survey course designed to provide the student with an understanding of the basic concepts and techniques of modern psychology as a behavioral science.”

Course Purpose and Structure: We will treat psychology as the study of *brain, mind,* and *behavior*. We will become acquainted--primarily through lecture and demonstration--with a variety of perspectives, tools, and research findings. That is, we will focus on: 1) THEORIES and PERSONALITIES; 2) TECHNIQUES and METHODOLOGIES; and 3) RELEVANCE and APPLICATION.

Course Schedule (assigned readings, in CAPS, correspond to lecture topics assigned):

13 Sep (M)	Personal Intro; Outline; Introduction to the Class; PROLOGUE
15 Sep (W)	History
17 Sep (F)	Research Methods 1; CHAPTER 1
20 Sep (M)	Research Methods 2
22 Sep (W)	Research Methods 3
24 Sep (F)	Research Methods 4
27 Sep (M)	Nervous System 1; CHAPTER 2
29 Sep (W)	Nervous System 2
01 Oct (F)	Perception 1; CHAPTER 6
04 Oct (M)	Perception 2
06 Oct (W)	TEST ONE
08 Oct (F)	States of Consciousness; CHAPTER 7
11 Oct (M)	THANKSGIVING DAY -- <i>NO CLASS</i>
13 Oct (W)	Learning 1; CHAPTER 8
15 Oct (F)	<i>NO CLASS</i> (Instructor at Conference -- go learn something elsewhere)
18 Oct (M)	Learning 2
20 Oct (W)	Learning 3
22 Oct (F)	Memory; CHAPTER 9
25 Oct (M)	Intelligence 1; CHAPTER 11
27 Oct (W)	Intelligence 2
29 Oct (F)	TEST TWO

01 Nov (M)	Emotion 1; CHAPTER 13
03 Nov (W)	Emotion 2
05 Nov (F)	Development 1; CHAPTER 4
08 Nov (M)	Development 2
10 Nov (W)	Development 3
12 Nov (F)	Personality 1; CHAPTER 15
15 Nov (M)	Personality 2
17 Nov (W)	Personality 3
19 Nov (F)	Personality 4
22 Nov (M)	TEST THREE
24 Nov (W)	Psychological Disorders 1; CHAPTER 16
26 Nov (F)	Psychological Disorders 2
29 Nov (M)	Psychological Disorders 3/Therapy 1; CHAPTER 17
01 Dec (W)	Therapy 2
03 Dec (F)	Therapy 3
06 Dec (M)	TEST FOUR

Marking and Tests: As indicated above, there will be four tests. Each will consist of about 50 multiple choice-type items. All tests are multiple choice and use computer cards, so be sure to bring a couple of pencils and an eraser on test days. Tests 1, 2, and 3 will be worth 26% each. Test 4, which covers less material and therefore has fewer questions, will be worth 22%. There is no final exam. Tests are not cumulative.

Test results will be posted on the Psychology bulletin board between offices 2016 and 2018. Be assured they will be posted as soon as they are available. Please check your mark after each test, as I do not release marks over the phone or by e-mail, and university policy prohibits final grades from being posted prior to the end of the examination period.

The mark received for a test stands – it will not be dropped, re-weighted, etc. because you weren't feeling well, had a lot on your mind, etc., nor will "extra" assignments be given to students who are dissatisfied with their grades. My goal is to be fair to everyone.

You are entitled to test rescheduling for *legitimate* medical, compassionate, or religious grounds. Alternate test dates/times will not be granted because you forgot, overslept, were in a bad mood, had a plane to catch, didn't come to class or read the course outline, had a bird poop on your head, etc.

Whenever possible, please inform me **PRIOR** to the scheduled test to arrange an alternate writing time. A make-up test should be written as quickly as possible upon your return to classes, with the obvious provision of access to missed material (see Class Attendance below). When arriving to write a make-up test, please have the appropriate documentation in hand to support a medical, compassionate, or religious claim, in accordance with UW regulations. Make-up exams may differ in format from the original.

Extra Credit through Research Participation: You may earn extra credit toward your final mark in this class by participating in research conducted by faculty and students in the St. Jerome's or UW Psychology Departments. This will consist of completing a set of on-line mass testing questionnaires that will be introduced within the first two weeks or so of class, plus additional research studies. Each study in which you participate will be worth .5% to be added to your final mark, to a maximum of 3.0% (that is, mass testing plus five additional studies).

Class Attendance: Whether or not you choose to attend class is entirely up to you, but you are responsible for all material covered. Should you miss class, for whatever reason, it is your responsibility to find a classmate who would be willing to provide you with the notes you missed. If your absence is *legitimate*, then I am happy to answer questions about the missed material once you have consulted with a fellow student. To make the most of consultation time with me outside of class, come prepared with specific questions regarding whatever material you may be having trouble with, and be prepared to discuss what you know (or think you know) about a topic -- that can speed up and simplify the clarification process tremendously.

Special Needs: In the event that you require an adapted learning or testing environment due to a learning disability or something similar, please provide me with documentation from Disabled Student Services in Needles Hall *at the beginning of the term*.

Cheating: *I think cheating is lazy, disrespectful, and immoral, and I find it very sad that some people may try to get a course mark, or even a university degree, without having earned it honestly. I really hope that you're not one of those people.* "All students registered in courses at the University of Waterloo and its Federated University and Affiliated Colleges are expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need 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, TA, academic advisor, the appropriate St. Jerome's departmental Chair, or ultimately the Appeals Officer (currently the Associate Dean) for St. Jerome's University. For information on categories of offenses and types of penalties, students should refer to Policy #71, *Student Academic Discipline*, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve in accord with Policy #70, *Student Grievance*, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm."

On Doing Your Best: As an alternative to cheating ;), there are some things you can do to put in the best performance possible in this class: 1) Come to class! Be alert, ask questions – either in class or later. Do more than mindlessly write down whatever appears on an overhead: *Think* about the material – try to come up with your own examples and illustrations by applying the material to people you know, media happenings, etc. I emphasize application as much as possible -- you not only need to know what something

is, but how it works, and you need to be able to apply this working knowledge in a novel context. So, for example, you can memorize the definition of “sensory adaptation,” but only understanding the concept will allow you to recognize it among persons sitting in a hot tub. 2) Do (all of) the readings! Ideally, read them at least once before the relevant week’s lecture, and at least once after that lecture. Don’t mindlessly run a highlighter over the words: *Think* about the material – write down questions, observations, possible examples, etc. as you read. 3) Look for connections! For example, look for connections between lecture and assigned readings, or between one concept and another. Think about what *this* theorist might say about *that* topic, etc. – even if we’ve never addressed this in class. 4) Test yourself! Don’t simply assume that certain concepts are “easy” or “common sense” – often, they are not. Can you explain an idea to someone else, without reciting your notes, in a way that that person will understand? If given a blank page, could you reproduce the structure of ideas I use to organize my lectures? Can you create a structure of ideas that accurately summarizes a chapter’s main points? Can you recognize sets of information in lectures and readings that might make good multiple choice options, and can you explain in what ways the members of a set are similar or different?

I realize that these exercises may sound difficult, especially if you have gotten by with plain old memorization in the past. Having said that, I strongly suspect that you WILL do better in this class (and others, too, most likely) if you put the above suggestions into practice.

Good luck in this class – I hope it is a good experience.