

Renison University College
Introductory Psychology
Psychology 121R, Fall 2010

Section 1: Tuesday and Thursday, 10:00am-11:20am, REN 0104

Section 2: Tuesday and Thursday, 2:30pm-3:50pm, REN 2106

Professor: Dr. Denise Marigold

Office: Founders 2607

Email: Access through UW-ACE

Office Hours: Mondays and Wednesdays, 1:30-3:00pm (or by appointment)

Course Overview: This is a general survey course designed to provide you with an understanding of the basic concepts and techniques of modern psychology as a behavioural science. You will study the theories, principles, and methods of contemporary psychology with the goal of understanding how people perceive their environments, how their behaviour is modified by experience, and how their activities are initiated, sustained, and directed.

In this course you will see how research has been applied to test intuitive assumptions about human life. 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. As such, 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.

We will explore topics ranging from the biological roots of behaviour, to human development throughout the lifespan, to learning and memory, to 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. Hopefully, this class will enrich your personal relationships and contribute to your success in your future endeavors.

Course Objectives:

1. To become familiar with the broad range of topics that comprise the discipline of psychology.
2. To become familiar with the methods of investigation used in psychology, and the strengths and limitations of these methods.
3. To 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. To 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.

Required text: Myers, D. G. (2010). *Psychology: 9th Edition in Modules*. New York: Worth Publishers.

You can purchase the “e-book” at <http://ebooks.bfwpub.com/myers9einmodules.php> if you prefer this to a regular textbook (it costs about half as much).

The publisher-supplied *Study Guide* is not necessary but is recommended to enhance your understanding of the text material. Regard the *Study Guide* not as an extra task to master, but as a supplement to help with the text. Many students have reported that they were substantially helped by this supplement.

Course website: The website for this course provides lecture slides as well as other helpful information. You can log into the course site through the UW-ACE system:
<https://uwangel.uwaterloo.ca/uwangel/default.asp>

There is also a publisher’s website for the text (www.worthpublishers.com/myers) that offers a wide range of helpful items, such as critical thinking exercises, quizzes, study aids, links, and demonstrations.

Requirements:

Tests. There will be 4 test scheduled throughout the term, each worth 24% of your final mark. They are not cumulative. They will include multiple-choice and short-answer questions. There is no final exam.

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.

Class format: There are two sources of material for the course: the textbook and the lectures. The 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 the text material. It is recommended that you attend the lectures and complete the readings beforehand. Keeping up with your courses is important to your success in university.

If you are having trouble with the course:

If you are experiencing difficulty understanding the material or you are concerned about your exam performance, seek help as soon as possible. I can assist you with the material and provide helpful guidance for studying. If you attend lectures regularly, study the text, and seek help when needed, there is no reason you should not pass the course.

Course Schedule

	Date	Topic	Modules (pages)
1	Sept 14	Introducing Psychology	1, 2
2	Sept 16	Research Methods	3
3	Sept 21	The Biology of Mind	4 (52-55), 5, 6
4	Sept 23	Consciousness	7, 8, 9
5	Sept 28	Nature, Nurture, and Human Diversity	11 (132-143), 12 (148-163)
	Sept 30	TEST 1	
6	Oct 5	Developing Through the Life Span	13 (171-173), 14 (174-191)
7	Oct 7	Developing Through the Life Span	32 (386-393), 16 (208-215, 219-223),
8	Oct 12	Sensation & Perception	17, 18 (233-240)
9	Oct 14	Sensation & Perception	21, 22
10	Oct 19	Learning	23, 24 (301-308; 310-313), 25
	Oct 21	TEST 2	
11	Oct 26	Memory	26, 27, 28
12	Oct 28	Memory	29, 30
13	Nov 2	Thinking, Language, and Intelligence	31 (370-381), 33, 34 (416-419; 422-426)
14	Nov 4	Motivation and Emotion	36, 40, 41, 42 (517-520)
15	Nov 9	Emotions, Stress, and Health	42 (521-529), 43, 44 (542-547)
	Nov 11	TEST 3	
16	Nov 16	Social Psychology	56 (682-684), 57 (690-696), 58 (703-709), 59 (719-724, 726-729)
17	Nov 18	Personality	45, 46
18	Nov 23	Personality	47 (574-583), 50
19	Nov 25	Psychological Disorders	48, 49, 51, 52
20	Nov 30	Therapy	53 (645-652; 654-657), 54 (660-664), 55
	Dec 2	TEST 4	

Notes/Policies:

- 1) **ACE:** Please check ACE regularly. I will post announcements, lecture notes, grades, etc.
- 2) **Attendance:** To succeed, attend all lectures. Tests will be approximately 50% lecture material, and I will present material not covered in your textbook and expand on important points in the text.
- 3) **Missing exams:** Students may take make-up tests if they inform me IN ADVANCE that they will be unable to take the test and have verifiable evidence of a medical problem.
- 4) **Cell phone policy:** Ringing cell phones are a disruption during lecture, as is leaving the room to accept a cell phone call during class (even if the ringer is off). Cell phones must be turned off during lectures.

5) 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.

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>

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>

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/>

6) Accommodation 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.

Research Experience Guidelines for Psychology 121R

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 is worth 0.5 participation credits (grade percentage points) for each half-hour 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. Study scheduling, participation and grade assignment is managed online on the SONA website.

Detailed instructions on how to use SONA to participate in studies can be found at <http://www.arts.uwaterloo.ca/~regadmin/regparticipant/sonainfo/#SonaSignUp>

More information about the REG program 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 professor 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.**
- 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.